

TVCC 2018 Assessment Plan Report

Combined Educational and Administrative

Trinity Valley Community College does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs or activities. For questions or concerns regarding discrimination based on sex, including sexual harassment, contact: Director of Human Resources/Title IX Coordinator, 100 Cardinal Drive, Athens, TX 75751, 903-675-6215, humanresources@tvcc.edu. For questions or concerns regarding discrimination based on a disability, contact ADA/Section 504 Coordinator, 100 Cardinal Drive, Athens, TX 75751, 903-670-2068, disability@tvcc.edu.

Academic Education

Program Name: ARTS.1301

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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

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, use the LINK button)

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 |

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

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

-Instructor suggested minor changes to the rubric. The section about the image slides for the presentation was unclear.

-Critical Thinking is up from the previous semester, but Teamwork still struggles to make the target goal. A proposed change is increased communication through Canvas previous to due date. If the target for Teamwork is still not reached in the Fall 2018 semester, the due date will be delayed an additional week.

1.4.5.4 Distance Learning: Analysis and Evaluation

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

-Review rubric and make changes as needed.

-Instructor noted that "numbers were down at last report for the area Teamwork. the proposed change of moving the time to a later date in the semester has increased the percentage of students scoring 7 out of 10, or 70%. this change will remain for the following semester with hopes that the current trend will continue. If numbers fall below 75%, a new project might be needed, although team participation is difficult in an online format.

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, use the LINK button)

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

The LEAPs for fall 2017 were not reported because of the death of Art instructor Gayle Martin. We rapidly secured three adjuncts, but we struggled that semester getting reports from them. Therefore, the only face-to-face outcomes we have are from spring 2018.

CT: 23/31=74%

COMM: 27/31=87%

SR:25/31=81%

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

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

Program Name: ARTS.1303

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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, use the LINK button)

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**

CT: 25/27= 92% of students who submitted a portfolio earned at least 80% of the available points for correctly identifying examples of artistic elements within the community.

CM: 26/27=96% of students who submitted a portfolio earned 100% of the points available for effectively presenting their portfolio to the 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

Students who are not achieving should seek help from student support services if they need further assistance on the assignment.

1.4.5.4 Distance Learning: Analysis and Evaluation

N/A

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

N/A

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, use the LINK

button)

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

1.5.4 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

FTF: $8/12=66\%$ of the students worked effectively with their team members in the production of a timeline.

1.5.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.5.5.3 Description of Changes

Change the "teamwork" assignment to "Peer Review". Instructor has to make this modification in a class of five students. In addition, she had to modify the "timeline" and "peer review" for the distance learning at TDCJ. They were on lockdown for five weeks so many didn't complete these portions of the assignment.

1.5.5.4 Distance Learning: Analysis and Evaluation

N/A

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

N/A

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, use the LINK button)

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

23/27=85% of students who submitted a portfolio earned 100% of the points available for demonstrating their understanding of the artists' connection to their communities.

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

Students who are not achieving should seek help from student support services if they need further assistance on the assignment.

1.6.5.4 Distance Learning: Analysis and Evaluation

N/A

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

N/A

Program Name: ARTS.1304

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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, use the LINK button)

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****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**

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, use the LINK button)*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

1.5.4 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

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

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, use the LINK button)

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

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: BIOL.1406

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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 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, use the LINK button)

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 |
| 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%/ 75% will succeed

1.4.5 Data Summary

312 students from 17 face-to-face sections of Biol 1406, representing 3 main campuses and 6 high school campuses, were assessed for the fall semester. Percents of assessed students who were successful at reaching the benchmark 70% score, by Core Objective were:

COM - 60%
 CT - 54%
 EQR - 75%
 TW - 75%

114 students from 3 distance learning (online) sections of Biol 1406, were assessed for the fall semester. Percents of assessed students who were successful at reaching the benchmark 70% score, by Core Objective were:

COM - 45%
 CT - 37%
 EQR - 56%
 TW - 54%

56 students from 3 face-to-face sections of Biol 1406, representing 1 main campus, were assessed for the spring semester. Percents of assessed students who were successful at reaching the benchmark 70% score, by Core Objective were:

COM - 64%
 CT - 21%
 EQR - 52%
 TW - 73%

65 students from 2 distance learning (online) sections of Biol 1406, were assessed for the spring semester. Percents of assessed students who were successful at reaching the benchmark 70% score, by Core Objective were:

COM - 38%
 CT - 32%
 EQR - 38%
 TW - 54%

Those not available for assessment (probably an indication of the drop out rate) ranged from 15% for face-to-face students in the fall and 28% in the spring semester to 18% for distance learning students in the fall and spring semesters.

1.4.5.1 Analysis and Evaluation

The benchmark was not met for the face-to-face classes in communication or critical thinking in the fall or spring semesters. The benchmark was met for empirical and quantitative reasoning and teamwork in the fall semester for the face-to-face, but neither of these was met in the spring semester.

The distance learning classes did not meet the benchmarks for the core objectives in the fall or spring semesters.

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 biology faculty have agreed to broaden the experiments acceptable to complete for this outcome, but will continue to use the lab report as the assessment. The faculty are currently constructing a common rubric to use for assessing the lab reports to ensure the data reported is equal. We have adjusted the benchmark down for the 2018-2019 school year as we have not met all of the benchmarks set for the 2017-2018 school year.

1.4.5.4 Distance Learning: Analysis and Evaluation

The distance learning classes did not meet the benchmarks for the core objectives in the fall or spring semesters.

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 biology faculty have agreed to broaden the experiments acceptable to complete this outcome, but will continue to use the lab report as the assessment. The faculty are currently constructing a common rubric to use for assessing the lab reports to ensure the data reported is equal. We have adjusted the benchmark down for the 2018-2019 school year as we have not met all of the benchmarks set for the 2017-2018 school year.

Program Name: BIOL.1407

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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 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, use the LINK button)

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

Benchmarks 70%

Goals 75% reach benchmark

1.4.5 Data Summary

54 students from 3 face-to-face sections of Biol 1407, representing 2 main campuses, were assessed for the fall semester. Percents of assessed students who were successful at reaching the benchmark 70% score, by Core Objective were:

COM - 87%

CT - 70%

EQR - 94%

TW - 61%

114 students from 1 distance learning (online) sections of Biol 1407, were assessed for the fall semester. Percents of assessed students who were successful at reaching the benchmark 70% score, by Core Objective were:

COM - 57%

CT - 50%

EQR - 50%

TW - 29%

234 students from 14 face-to-face sections of Biol 1407, representing 2 main campuses and 6 high school campuses, were assessed for the spring semester. Percents of assessed students who were successful at reaching the benchmark 70% score, by Core Objective were:

COM - 85%

CT - 83%

EQR - 89%

TW - 82%

89 students from 3 distance learning (online) sections of Biol 1407, were assessed for the spring semester. Percents of assessed students who were successful at reaching the benchmark 70% score, by Core Objective were:

COM - 54%

CT - 63%

EQR - 58%

TW - 60%

Those not available for assessment (probably an indication of the drop out rate) ranged from 5% for face-to-face students in the fall and 6% in the spring semester to 9% for distance learning students in the fall and 0% in the spring semester.

1.4.5.1 Analysis and Evaluation

The benchmark was met for the face-to-face classes in communication and empirical and quantitative reasoning in the fall and spring semesters. The benchmark was met for teamwork and critical thinking in the spring semester for the face-to-face classes, but the critical thinking benchmark was not met in the fall semester.

The distance learning classes did not meet the benchmarks for the core objectives in the fall or spring semesters.

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 biology faculty have agreed to broaden the experiments acceptable to complete this outcome, but will continue to use the lab report as the assessment. The faculty are currently constructing a common rubric to use for assessing the lab reports to ensure the data reported is equal. We have adjusted the benchmark down for the 2018-2019 school year as we have not met all of the benchmarks set for the 2017-2018 school year.

1.4.5.4 Distance Learning: Analysis and Evaluation

The distance learning classes did not meet the benchmarks for the core objectives in the fall or spring semesters.

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 biology faculty have agreed to broaden the experiments acceptable to complete for this outcome, but will continue to use the lab report as the assessment. The faculty are currently constructing a common rubric to use for assessing the lab reports to ensure the data reported is equal. We have adjusted the benchmark down for the 2018-2019 school year as we have not met all of the benchmarks set for the 2017-2018 school year.

Program Name: BIOL.1408

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

1 Course

1.1 Division-Department

1.2 Course Type

1.3 Required General Education Outcomes for Course (LINK to selection, use the LINK button)

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, use the LINK button)

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: BIOL.1409

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

1 Course

1.1 Division-Department

1.2 Course Type

1.3 Required General Education Outcomes for Course (LINK to selection, use the LINK button)

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, use the LINK button)

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: BIOL.1411

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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 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, use the LINK button)

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 |
| 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%/ 75% achieve

1.4.5 Data Summary

48 students from 4 face-to-face sections of Biol 1411, representing 2 main campuses, were assessed for the fall semester. Percents of assessed students who were successful at reaching the benchmark 70% score, by Core Objective were:

COM - 81%

CT - 77%

EQR - 71%

TW - 90%

7 students from 1 face-to-face sections of Biol 1411, representing 1 main campus, were assessed for the spring semester. Percents of assessed students who were successful at reaching the benchmark 70% score, by Core Objective were:

COM - 100%

CT - 86%

EQR - 86%

TW - 100%

Those not available for assessment (probably an indication of the drop out rate) ranged from 6% for face-to-face students in the fall and 0% in the spring semester.

1.4.5.1 Analysis and Evaluation

The benchmarks for all core objectives were met for the spring semester. The empirical and quantitative reasoning was the only benchmark missed in the fall semester, communication, critical thinking, and teamwork were completed successfully.

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 biology faculty have agreed to broaden the experiments acceptable to complete this outcome, but will continue to use the lab report as the assessment. The faculty are currently constructing a common rubric to use for assessing the lab reports to ensure the data reported is equal. We have adjusted the benchmark up for the 2018-2019 school year as we have met all of the benchmarks set for the 2017-2018 school 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

Program Name: BIOL.1413

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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 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, use the LINK button)

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 |
| 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 75% achieve

1.4.5 Data Summary

15 students from 1 face-to-face sections of Biol 1413, representing 1 main campus, were assessed for the fall semester. Percents of assessed students who were successful at reaching the benchmark 70% score, by Core Objective were:

COM - 80%

CT - 80%

EQR - 80%

TW - 93%

40 students from 3 face-to-face sections of Biol 1413, representing 2 main campuses, were assessed for the spring semester. Percents of assessed students who were successful at reaching the benchmark 70% score, by Core Objective were:

COM - 88%

CT - 80%

EQR - 73%

TW - 85%

Those not available for assessment (probably an indication of the drop out rate) ranged from 7% for face-to-face students in the fall and 3% in the spring semester.

1.4.5.1 Analysis and Evaluation

The benchmarks for all core objectives were met for the fall semester. The empirical and quantitative reasoning benchmark was the only core objective missed for the spring semester, communication, critical thinking, and teamwork were all completed successfully.

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 biology faculty have agreed to broaden the experiments acceptable to complete for this outcome, but will continue to use the lab report as the assessment. The faculty are currently constructing a common rubric to use for assessing the lab reports to ensure the data reported is equal. We have adjusted the benchmark down for the 2018-2019 school year as we have not met all of the benchmarks set for the 2017-2018 school 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

Program Name: BIOL.2401

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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 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, use the LINK button)

General Outcomes Links

| | |
|-----------------------------------|----------------------|
| General Education (Use | General 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 70%/ goal 70% achieve

1.4.5 Data Summary

357 students from 16 face-to-face sections of Biol 2401, representing 3 main campuses and 3 high school campuses, were assessed for the fall semester. Percents of assessed students who were successful at reaching the benchmark 70% score, by Core Objective were:

COM - 72%

CT - 60%

EQR - 74%

TW - 82%

87 students from 3 distance learning (online) sections of Biol 2401, were assessed for the fall semester. Percents of assessed students who were successful at reaching the benchmark 70% score, by Core Objective were:

COM - 67%

CT - 60%

EQR - 74%

TW - 82%

152 students from 7 face-to-face sections of Biol 2401, representing 1 main campus, were assessed for the spring semester. Percents of assessed students who were successful at reaching the benchmark 70% score, by Core Objective were:

COM - 49%

CT - 46%

EQR - 71%

TW - 72%

90 students from 3 distance learning (online) sections of Biol 2401, were assessed for the spring semester. Percents of assessed students who were successful at reaching the benchmark 70% score, by Core Objective were:

COM - 69%

CT - 37%

EQR - 76%

TW - 67%

Those not available for assessment (probably an indication of the drop out rate) ranged from 8% for face-to-face students in the fall and 12% in the spring semester to 17% for distance learning students in the fall and 11% in the spring semester.

1.4.5.1 Analysis and Evaluation

The benchmark was not met for the face-to-face classes in critical thinking in the fall semester. The

benchmarks for communication, empirical and quantitative reasoning, and teamwork were all met successfully in the fall face-to-face classes.

The core objectives met in the spring face-to-face classes was empirical and quantitative reasoning and teamwork, comm were unsuccessful.

The benchmarks for all four core objectives were not met for the fall distance learning classes. The spring distance learning classes were successful in empirical and quantitative reasoning, but were unsuccessful in the other three 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

The biology faculty have agreed to broaden the experiments acceptable to complete this outcome, but will continue to use the lab report as the assessment. The faculty are currently constructing a common rubric to use for assessing the lab reports to ensure the data reported is equal. We have adjusted the benchmark down for the 2018-2019 school year as we have not met all of the benchmarks set for the 2017-2018 school year.

1.4.5.4 Distance Learning: Analysis and Evaluation

The benchmarks for all four core objectives were not met for the fall distance learning classes. The spring distance learning classes were successful in empirical and quantitative reasoning, but were unsuccessful in the other three core objectives.

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 biology faculty have agreed to broaden the experiments acceptable to complete for this outcome, but will continue to use the lab report as the assessment. The faculty are currently constructing a common rubric to use for assessing the lab reports to ensure the data reported is equal. We have adjusted the benchmark down for the 2018-2019 school year as we have not met all of the benchmarks set for the 2017-2018 school year.

Program Name: BIOL.2402

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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 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, use the LINK button)

General Outcomes Links

| | |
|----------------|---------|
| General | General |
|----------------|---------|

| Education (Use for LEAPs) | 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 80%/goal is 75% achieve

1.4.5 Data Summary

80 students from 4 face-to-face sections of Biol 2402, representing 3 main campuses, were assessed for the fall semester. Percents of assessed students who were successful at reaching the benchmark 80% score, by Core Objective were:

COM - 84%
 CT - 86%
 EQR - 59%
 TW - 86%

50 students from 2 distance learning (online) sections of Biol 2402, were assessed for the fall semester. Percents of assessed students who were successful at reaching the benchmark 80% score, by Core Objective were:

COM - 59%
 CT - 53%
 EQR - 56%
 TW - 61%

234 students from 13 face-to-face sections of Biol 2402, representing 3 main campuses and 3 high school campuses, were assessed for the spring semester. Percents of assessed students who were successful at reaching the benchmark 80% score, by Core Objective were:

COM - 85%
 CT - 83%
 EQR - 89%
 TW - 82%

18 students from 2 distance learning (online) sections of Biol 2402, were assessed for the spring semester. Percents of assessed students who were successful at reaching the benchmark 80% score, by Core Objective were:

COM - 89%
 CT - 100%
 EQR - 100%
 TW - 89%

Those not available for assessment (probably an indication of the drop out rate) ranged from 5% for face-to-face students in the fall and 6% in the spring semesters to 9% for distance learning students in the fall and 0% in the spring semesters.

1.4.5.1 Analysis and Evaluation

The benchmark was not met for the face-to-face classes in empirical and quantitative reasoning in the fall semester. The benchmarks for communication, empirical and quantitative reasoning, and teamwork were all met successfully in the fall face-to-face classes.

All core objectives were met in the spring face-to-face classes.

The benchmarks for all four core objectives were not met for the fall distance learning classes. The spring distance learning classes were successful in all four core objectives.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.4.5.3 Description of Changes

The biology faculty have agreed to change the activity to an experiment to complete this outcome and will use a lab report as the assessment. The faculty are currently constructing a common rubric to use for assessing the lab reports to ensure the data reported is equal.

1.4.5.4 Distance Learning: Analysis and Evaluation

The benchmarks for all four core objectives were not met for the fall distance learning classes. The spring distance learning classes were successful in all four core objectives.

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

The biology faculty have agreed to change the activity to an experiment to complete this outcome and will use a lab report as the assessment. The faculty are currently constructing a common rubric to use for assessing the lab reports to ensure the data reported is equal.

Program Name: BIOL.2404

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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 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, use the LINK button)

General Outcomes Links

| | |
|-------------------------------|-------------------|
| General Education (Use | General 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 70%/Goal 75%

1.4.5 Data Summary

31 students from 2 face-to-face sections of Biol 2404, representing 2 main campuses, were assessed for the fall semester. Percents of assessed students who were successful at reaching the benchmark 70% score, by Core Objective were:

COM - 78%

CT - 67%

EQR - 85%

TW - 89%

21 students from 1 distance learning (online) sections of Biol 2404, were assessed for the fall semester. Percents of assessed students who were successful at reaching the benchmark 70% score, by Core Objective were:

COM - 43%

CT - 43%

EQR - 43%

TW - 0%

35 students from 3 face-to-face sections of Biol 2404, representing 2 main campuses, were assessed for the spring semester. Percents of assessed students who were successful at reaching the benchmark 70% score, by Core Objective were:

COM - 60%

CT - 57%

EQR - 57%

TW - 71%

18 students from 1 distance learning (online) sections of Biol 2404, were assessed for the spring semester. Percents of assessed students who were successful at reaching the benchmark 70% score, by Core Objective were:

COM - 44%

CT - 44%

EQR - 44%

TW - 39%

Those not available for assessment (probably an indication of the drop out rate) ranged from 4% for face-to-face students in the fall and 11% in the spring semester to 52% for distance learning students in the fall and 22% for the spring semester.

1.4.5.1 Analysis and Evaluation

The benchmark was not met for the face-to-face classes in critical thinking in the fall semester. The

benchmarks for communication, empirical and quantitative reasoning, and teamwork were all met successfully in the fall face-to-face classes.

The benchmarks for all four core objectives were not met for the spring face-to-face classes, fall distance learning classes, and spring distance learning 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 biology faculty have agreed to broaden the experiments acceptable to complete this outcome, but will continue to use the lab report as the assessment. The faculty are currently constructing a common rubric to use for assessing the lab reports to ensure the data reported is equal. We have adjusted the benchmark down for the 2018-2019 school year as we have not met all of the benchmarks set for the 2017-2018 school year.

1.4.5.4 Distance Learning: Analysis and Evaluation

The benchmarks for all four core objectives were not met for fall or spring distance learning classes.

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 biology faculty have agreed to broaden the experiments acceptable to complete for this outcome, but will continue to use the lab report as the assessment. The faculty are currently constructing a common rubric to use for assessing the lab reports to ensure the data reported is equal. We have adjusted the benchmark down for the 2018-2019 school year as we have not met all of the benchmarks set for the 2017-2018 school year.

Program Name: BIOL.2420

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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 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, use the LINK button)

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 |
| 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

95 students from 4 face-to-face sections of Biol 2420, representing 3 main campuses, were assessed for the fall semester. Percents of assessed students who were successful at reaching the benchmark 80% score, by Core Objective were:

COM - 60%

CT - 69%

EQR - 73%

TW - 68%

67 students from 2 distance learning (online) sections of Biol 2420, were assessed for the fall semester. Percents of assessed students who were successful at reaching the benchmark 80% score, by Core Objective were:

COM - 49%

CT - 3%

EQR - 55%

TW - 72%

76 students from 6 face-to-face sections of Biol 2420, representing 3 main campuses, were assessed for the spring semester. Percents of assessed students who were successful at reaching the benchmark 80% score, by Core Objective were:

COM - 53%

CT - 57%

EQR - 57%

TW - 84%

33 students from 1 distance learning (online) sections of Biol 2420, were assessed for the spring semester. Percents of assessed students who were successful at reaching the benchmark 80% score, by Core Objective were:

COM - 52%

CT - 15%

EQR - 76%

TW - 88%

Those not available for assessment (probably an indication of the drop out rate) ranged from 12% for face-to-face students in the fall and 28% in the spring semester to 18% for distance learning students in the fall and spring semesters.

1.4.5.1 Analysis and Evaluation

All benchmarks were not met for the face-to-face classes in the fall semester.

The only core objective met in the spring face-to-face classes was teamwork, all other were

unsuccessful.

The benchmarks for all four core objectives were not met for the fall distance learning classes. The spring distance learning classes were successful in teamwork, but were unsuccessful in the other three core objectives.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.4.5.3 Description of Changes

The biology faculty have agreed to change the activity to an experiment to complete this outcome and will use a lab report as the assessment. The faculty are currently constructing a common rubric to use for assessing the lab reports to ensure the data reported is equal.

1.4.5.4 Distance Learning: Analysis and Evaluation

The benchmarks for all four core objectives were not met for the fall distance learning classes. The spring distance learning classes were successful in teamwork, but were unsuccessful in the other three core objectives.

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

The biology faculty have agreed to change the activity to an experiment to complete this outcome and will use a lab report as the assessment. The faculty are currently constructing a common rubric to use for assessing the lab reports to ensure the data reported is equal.

Program Name: BIOL.2421

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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 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 for participation, synthesis of work and sharing work.

1.4.3 Required General Education Outcome for this SLO (LINK to selection, use the LINK button)

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 |
| 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% for success / 70% achieve

1.4.5 Data Summary

Not applicable as no BIOL 2421 classes were taught in the 2017-2018 school year.

1.4.5.1 Analysis and Evaluation

Not applicable as no BIOL 2421 classes were taught in the 2017-2018 school year.

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

Not applicable as no BIOL 2421 classes were taught in the 2017-2018 school year.

1.4.5.4 Distance Learning: Analysis and Evaluation

Not applicable Not applicable as no BIOL 2421 classes were taught in the 2017-2018 school year.

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 Not applicable as no BIOL 2421 classes were taught in the 2017-2018 school year.

Program Name: CHEM.1405

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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 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, use the LINK button)

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

The benchmark for success is 70%. The goal is 75% of students achieve success.

1.4.5 Data Summary

41 students from 3 face-to-face sections of CHEM 1405, representing 2 main campuses, were assessed for the fall semester. Percents of assessed students who were successful at reaching the benchmark 70% score, by Core Objective were:

COM - 68%

CT - 71%

EQR - 66%

TW - 80%

27 students from 1 distance learning (online) sections of CHEM 1405, were assessed for the fall semester. Percents of assessed students who were successful at reaching the benchmark 70% score, by Core Objective were:

COM - 93%

CT - 78%

EQR - 81%

TW - 56%

16 students from 1 face-to-face sections of CHEM 1405, representing 1 main campus, were assessed for the spring semester. Percents of assessed students who were successful at reaching the benchmark 70% score, by Core Objective were:

COM - 100%

CT - 100%

EQR - 100%

TW - 100%

32 students from 1 distance learning (online) sections of CHEM 1405, were assessed for the spring semester. Percents of assessed students who were successful at reaching the benchmark 70% score, by Core Objective were:

COM - 91%

CT - 94%

EQR - 94%

TW - 25%

Those not available for assessment (probably an indication of the drop out rate) ranged from 17% for face-to-face students in the fall and 0% in the spring semester to 4% for distance learning students in the fall and 9% in the spring semester.

1.4.5.1 Analysis and Evaluation

The teamwork benchmark was met for the fall face-to-face classes. Communication, critical thinking, and empirical and quantitative reasoning benchmarks were not met. All four core objective benchmarks were met for the spring face-to-face classes.

Communication, critical thinking, and empirical thinking core objective benchmarks were met in the distance learning classes in the fall and spring semester, the teamwork benchmark was not met.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.4.5.3 Description of Changes

The chemistry faculty have agreed to broaden the experiments acceptable to complete for this outcome, but will continue to use the lab report as the assessment. The faculty are currently constructing a common rubric to use for assessing the lab reports to ensure the data reported is equal. We have adjusted the benchmark down for the 2018-2019 school year as we have not met all of the benchmarks set for the 2017-2018 school year.

1.4.5.4 Distance Learning: Analysis and Evaluation

Communication, critical thinking, and empirical thinking core objective benchmarks were met in the distance learning classes in the fall and spring semester, the teamwork benchmark was not met.

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

The chemistry faculty have agreed to broaden the experiments acceptable to complete for this outcome, but will continue to use the lab report as the assessment. The faculty are currently constructing a common rubric to use for assessing the lab reports to ensure the data reported is equal. We have adjusted the benchmark down for the 2018-2019 school year as we have not met all of the benchmarks set for the 2017-2018 school year.

Program Name: CHEM.1406

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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 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, use the LINK button)

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 70%. Goal is 70% achieve benchmark.

1.4.5 Data Summary

No courses of CHEM 1406 taught during this cycle.

1.4.5.1 Analysis and Evaluation

No courses of CHEM 1406 taught during this cycle.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.4.5.3 Description of Changes

No courses of CHEM 1406 planned during the next cycle.

1.4.5.4 Distance Learning: Analysis and Evaluation

Not applicable No courses of CHEM 1406 planned during the next cycle.

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

Program Name: CHEM.1407

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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 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, use the LINK button)

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 |
| 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 75% reach benchmark.

1.4.5 Data Summary

No classes of CHEM 1407 were offered in the 2017-2018 academic year.

1.4.5.1 Analysis and Evaluation

No classes of CHEM 1407 were offered in the 2017-2018 academic year.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.4.5.3 Description of Changes

No classes of CHEM 1407 were offered in the 2017-2018 academic 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

Program Name: CHEM.1411

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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 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, use the LINK button)

General Outcomes Links

| | |
|----------------|---------|
| General | General |
|----------------|---------|

| Education (Use for LEAPs) | 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 75% achieve benchmark.

1.4.5 Data Summary

63 students from 4 face-to-face sections of CHEM 1411, representing 2 main campuses and 1 high school campus, were assessed for the fall semester. Percents of assessed students who were successful at reaching the benchmark 70% score, by Core Objective were:

COM - 75%

CT - 73%

EQR - 65%

TW - 84%

32 students from 1 distance learning (online) sections of CHEM 1411, were assessed for the fall semester. Percents of assessed students who were successful at reaching the benchmark 70% score, by Core Objective were:

COM - 88%

CT - 81%

EQR - 84%

TW - 16%

36 students from 1 distance learning (online) sections of CHEM 1411, were assessed for the spring semester. Percents of assessed students who were successful at reaching the benchmark 70% score, by Core Objective were:

COM - 94%

CT - 100%

EQR - 100%

TW - 22%

Those not available for assessment (probably an indication of the drop out rate) ranged from 14% for face-to-face students in the fall to 13% for distance learning students in the fall and 6% in the spring semester.

1.4.5.1 Analysis and Evaluation

Communication and teamwork benchmarks were met for the fall face-to-face classes. Critical thinking and empirical and quantitative reasoning benchmarks were not met.

Communication, critical thinking, and empirical thinking core objective benchmarks were met in the face-to-face and distance learning classes in the spring semester, the teamwork benchmark was not met.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.4.5.3 Description of Changes

The chemistry faculty have agreed to broaden the experiments acceptable to complete for this outcome, but will continue to use the lab report as the assessment. The faculty are currently constructing a common rubric to use for assessing the lab reports to ensure the data reported is equal. We have adjusted the benchmark down for the 2018-2019 school year as we have not met all of the benchmarks set for the 2017-2018 school year.

1.4.5.4 Distance Learning: Analysis and Evaluation

Communication, critical thinking, and empirical thinking core objective benchmarks were met in the distance learning classes in the spring semester, the teamwork benchmark was not met.

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

The chemistry faculty have agreed to broaden the experiments acceptable to complete for this outcome, but will continue to use the lab report as the assessment. The faculty are currently constructing a common rubric to use for assessing the lab reports to ensure the data reported is equal. We have adjusted the benchmark down for the 2018-2019 school year as we have not met all of the benchmarks set for the 2017-2018 school year.

Program Name: CHEM.1412

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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 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, use the LINK button)

General Outcomes Links

| | |
|----------------|---------|
| General | General |
|----------------|---------|

| Education (Use for LEAPs) | 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 75% achieve benchmark.

1.4.5 Data Summary

18 students from 2 face-to-face sections of CHEM 1412, representing 1 main campus and 1 high school campus, were assessed for the spring semester. Percents of assessed students who were successful at reaching the benchmark 70% score, by Core Objective were:

COM - 89%

CT - 89%

EQR - 78%

TW - 100%

16 students from 1 distance learning (online) sections of CHEM 1412, were assessed for the spring semester. Percents of assessed students who were successful at reaching the benchmark 70% score, by Core Objective were:

COM - 100%

CT - 100%

EQR - 100%

TW - 0%

Those not available for assessment (probably an indication of the drop out rate) ranged from 6% for face-to-face students in the spring semester to 0% for distance learning students in the spring semester.

1.4.5.1 Analysis and Evaluation

All four core objective benchmarks were met for the spring face-to-face classes.

Communication, critical thinking, and empirical thinking core objective benchmarks were met in the distance learning classes in the spring semester, the teamwork benchmark was not met.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.4.5.3 Description of Changes

The chemistry faculty have agreed to broaden the experiments acceptable to complete for this outcome, but will continue to use the lab report as the assessment. The faculty are currently constructing a common rubric to use for assessing the lab reports to ensure the data reported is equal. We have adjusted the benchmark down for the 2018-2019 school year as we have not met all of the benchmarks set for the 2017-2018 school year.

1.4.5.4 Distance Learning: Analysis and Evaluation

Communication, critical thinking, and empirical thinking core objective benchmarks were met in the distance learning classes in the spring semester, the teamwork benchmark was not met.

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

The chemistry faculty have agreed to broaden the experiments acceptable to complete for this outcome, but will continue to use the lab report as the assessment. The faculty are currently constructing a common rubric to use for assessing the lab reports to ensure the data reported is equal. We have adjusted the benchmark down for the 2018-2019 school year as we have not met all of the benchmarks set for the 2017-2018 school year.

Program Name: CHEM.2423

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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 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, use the LINK button)

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 |
| 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 75% achieve benchmark.

1.4.5 Data Summary

5 students from 1 face-to-face sections of CHEM 2425, representing 1 main campuses, were assessed for the spring semester. Percents of assessed students who were successful at reaching the benchmark 70% score, by Core Objective were:

COM - 100%

CT - 100%

EQR - 100%

TW - 100%

1.4.5.1 Analysis and Evaluation

The CHEM 2423 classes met the benchmarks for all four of the core objectives in the fall semester.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.4.5.3 Description of Changes

The chemistry faculty have agreed to broaden the experiments acceptable to complete for this outcome, but will continue to use the lab report as the assessment. The faculty are currently constructing a common rubric to use for assessing the lab reports to ensure the data reported is equal. We left the benchmark the same as the 2017-2018 for the 2018-2019 school year as although we met the benchmark the sampling size was extremely low for the 2017-2018 school 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

Program Name: CHEM.2425

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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 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, use the LINK button)

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 |
| 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: 75% achieve benchmark.

1.4.5 Data Summary

5 students from 1 face-to-face sections of CHEM 2425, representing 1 main campuses, were assessed for the spring semester. Percents of assessed students who were successful at reaching the benchmark 70% score, by Core Objective were:

COM - 100%

CT - 100%

EQR - 100%

TW - 100%

1.4.5.1 Analysis and Evaluation

The CHEM 2425 classes met the benchmarks for all four of the core objectives in the spring semester.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.4.5.3 Description of Changes

The chemistry faculty have agreed to broaden the experiments acceptable to complete for this outcome, but will continue to use the lab report as the assessment. The faculty are currently constructing a common rubric to use for assessing the lab reports to ensure the data reported is equal. We left the benchmark the same as the 2017-2018 for the 2018-2019 school year as although we met the benchmark the sampling size was extremely low for the 2017-2018 school 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

Program Name: DEVL.0309

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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

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, use the LINK button)

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

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

Since this is one of the most important outcomes in this course, faculty focused heavily in many ways to foster success in this area. We succeeded in our goal, with 75% of our students successfully completing the task.

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

All future course will be delivered using the co-requisite model.

1.4.5.4 Distance Learning: Analysis and Evaluation

Students were less successful in completing the task in the online environment, something that we have seen in the past. The success rate was only 65%, so we did not meet our goal.

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

All future course will be delivered using the co-requisite model.

Program Name: DEVL.0310

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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

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, use the LINK button)

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

1.4.4 Measure of Success

All DevI 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

Our students met the goal, as we had an 80% success rate.

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

All future course will be delivered using the co-requisite model.

1.4.5.4 Distance Learning: Analysis and Evaluation

Our students met this goal, with a success rate of 83%

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

All future course will be delivered using the co-requisite model.

Program Name: DEVL.0316

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Foundation of Mathematical Reasoning 0316 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, use the LINK button)

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

1.4.4 Measure of Success

All Devl 00316 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 0316 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

Our students surpassed this goal, with a completion rate of 93%

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

All future course will be delivered using the co-requisite model.

1.4.5.4 Distance Learning: Analysis and Evaluation

An amazing 100% of those tested met the goal.

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

All future course will be delivered using the co-requisite model.

Program Name: DRAM.1310

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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 who complete DRAM 1310 Theatre Appreciation will be able to define theatre and its role within society, demonstrate a clear understanding of how theatrical performances are created both in and out of a traditional theatre environment, and justify their thoughts and opinions on a performance using specific examples to illustrate their points and defend their arguments.

1.4.2 Learning Activities Theatrical performance critique

The performance critique will be used to assess critical thinking, social responsibility, and communication. Critical thinking skills are needed to critically analyze the performance and provide bases for their opinions, it would be a fulfillment of a social responsibility to participate in a social event such as attending a public performance of some kind and participate as an effective audience member, and the written critique would provide assessment of communication skills.

1.4.3 Required General Education Outcome for this SLO (LINK to selection, use the LINK button)

General Outcomes Links

General General

| Education (Use for LEAPs) | 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 |

1.4.4 Measure of Success

Social Responsibility-- 90% of the students will achieve 100% of the points available on the social responsibility portion of the rubric due to their attendance of the theatrical performance

Communication-- 75% of the possible points on a rubric that assesses their communication skills, based on effective writing criteria

Critical Thinking-- 70% will score at least 75% of the possible points on a rubric that assesses the quality of their analysis and support for their opinions

1.4.5 Data Summary

1.4.5.1 Analysis and Evaluation

SR: 117/152=77% of the students achieve 100% of the points available on the social responsibility portion of the rubric due to their attendance of a theatrical performance. This falls short of the 90% required. This is primarily attributed to the Terrell campus. Those students do not seek out live performances, nor does their instructor emphasize the importance of attendance of a live performance.

COMM: 67/152=64% of students achieved 75% of the possible points on a rubric that assesses their communication skills based on effective writing criteria. This falls short of the 90% requirement.

CT: 97/152=64% of the students scored at least 75% of the possible points on a rubric that assesses the quality of their analysis and support for their opinions. This falls short of the 70% requirement.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.4.5.3 Description of Changes

-I will include other types of performances to be reviewed, such as dance or concerts, to give more perspective of how Theatrical elements are utilized in other types of performance.

-We need to revisit the requirement for attending a live production. I encourage it, but our opportunities are rather limited without a theater department on campus. I try to use taped versions of live productions for this project for this reason.

-Potentially investing in a database or system or live stream so students that have transportation issues or scheduling conflicts more opportunity to complete the assignment. I do offer alternatives if transportation or schedule are an issue, but I think there is better system than provided hard copy dvds, partly because I have finite number of copies.

1.4.5.4 Distance Learning: Analysis and Evaluation

SR: 30/35=86% of the students who submitted a critique and achieved 80% of the points available on the SR portion of the rubric due to their attendance of the theatrical performance. This falls short of the 90% target.

Comm: 32/35=91% of the students who achieved a minimum of 80% of the points available on the communication portion of the rubric based on effective application of writing skills in the analysis. This exceeds the 75% target.

CT: 29/35=83% of the students scored at least 75% of the possible points on the rubric that assesses the quality of their analysis and support of their opinions. This exceeds the 70% target.

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 will include other types of performances to be reviewed, such as dance or concerts, to give more perspective of how Theatrical elements are utilized in other types of performance.

1.5 Measured Outcome

1.5.1 Student Learning Outcomes

Students who complete DRAM 1310 Theatre Appreciation will be able to demonstrate an understanding of the collaborative process.

1.5.2 Learning Activities Group project

A group project will be used to assess teamwork skills. This project will allow students to collaborate by working together to present or submit a unified concept, designs, and performance (performance optional) of the selected play or scene. Each group member will be assigned or assign amongst themselves roles designated by the instructor. This project utilizes and demonstrates the imperativeness of working with others in a theatrical production process and would provide assessment for teamwork.

1.5.3 Required General Education Outcome for this SLO (LINK to selection, use the LINK button)

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

1.5.4 Measure of Success

100% will be present for the teamwork portion of the assignment and will fulfill the expectations of being an effective participant in a group assignment by working to assist the group to achieve its goal

1.5.5 Data Summary

1.5.5.1 Analysis and Evaluation

138/165=84% of the students were present for the teamwork portion of the assignment and fulfilled the expectations of being an effective participant in a group assignment by working to assist the group to achieve its goal. This falls short of 100%.

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

-I will allow students to select their teammates. I will also allow for options as to the play they will conceptualize.

-Im going to incorporate more about staging mechanics when I lecture about the director. The scenes the students perform in class are great and I get a lot of good feedback from students that it helps the principles discussed in class click for them. However, I keep seeing the same staging issues each semester of having backs to audiences, not understanding that staging for theatre we cheat a lot in realistic scenarios for everyone to be seen and heard. I think if I gave the students specific examples of blocking, like I do with the other areas it would help the directors be more confident.

1.5.5.4 Distance Learning: Analysis and Evaluation

TW 33/34=97% of Students were present for the teamwork portion of the assignment and fulfilled the expectations of being an effective participant in a group assignment by working to assist the group to achieve its goal. This falls just short of the 100% target.

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

present for the teamwork portion of the assignment and fulfilled the expectations of being an effective participant in a group assignment by working to assist the group to achieve its goal

Program Name: DRAM.2366

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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, use the LINK button)

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 |
|-------------------|---|

1.4.4 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

CT 40/49=82% 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. This exceeds the 75% target.

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.

1.4.5.4 Distance Learning: Analysis and Evaluation

CT 55/60=92% 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. This number exceeds the target of 75%.

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.

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, use the LINK button)

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

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

COMM 43/47=91% students who submitted a critique and scored at least 80%, or earned at least 20 points, on the communication section of the scoring rubric. This number exceeds the 75% target.

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 be more specific about which aspects to discuss and provide more examples

1.5.5.4 Distance Learning: Analysis and Evaluation

COMM 54/61=89% of students who submit a critique will score 80%, or at least 20 points, on the communication section of the scoring rubric. This exceeds the 75% target.

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 provide more specific information about which aspects to of the film to discuss and provide more examples of what I am looking for.

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, use the LINK button)

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

1.6.4 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

TW 43/49=88% 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. This number exceeds the 75% target.

1.6.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.6.5.3 Description of Changes

I will allow for the students to select their teammates as well as the film to be discussed.

1.6.5.4 Distance Learning: Analysis and Evaluation

TW 46/54=85% 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. This number exceeds the 75% target.

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

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, use the LINK button)

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

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

SR 42/46=91% students who submitted at least one critique and scored at least 80%, or earned at least 20 points, on the social responsibility section of the scoring rubric. This number exceeds the 75% target.

1.7.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.7.5.3 Description of Changes

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

1.7.5.4 Distance Learning: Analysis and Evaluation

SR 56/60=93% students who submitted at least one critique and scored at least 80%, or earned at least 20 points, on the social responsibility section of the scoring rubric. This number exceeds the 75% target.

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

I will incorporate more information regarding new technology being used in films today.

Program Name: ECON.2301

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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 |
| Career Entry Skills | Career Entry Skills (CE): 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

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, use the LINK button)

General Outcomes Links

| | |
|----------------|---------|
| General | General |
|----------------|---------|

| Education (Use for LEAPs) | 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 |

1.4.4 Measure of Success

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

1.4.5 Data Summary

Sixty Seven percent (67) 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 videos that discuss the topic. Continue with acceptable methods of instruction and as long as they are successful we will continue to use them.

1.4.5.4 Distance Learning: Analysis and Evaluation

Eighty percent (80%) 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 videos 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, use the LINK button)

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 percent (70%) 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 videos that discuss the topic. Continue with acceptable methods of instruction and as long as they are successful we will continue to use them.

1.5.5.4 Distance Learning: Analysis and Evaluation

Ninety two percent (92) 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 videos 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, use the LINK button)

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 |

1.6.4 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 one percent (81) 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 videos that discuss the topic. Continue with acceptable methods of instruction and as long as they are successful we will continue to use them.

1.6.5.4 Distance Learning: Analysis and Evaluation

Eighty five percent (85) 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 videos 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: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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, use the LINK button)

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 |

1.4.4 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

Ninety one percent (91) 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 videos that discuss the topic. Continue with acceptable methods of instruction and as long as they are successful we will continue to use them.

1.4.5.4 Distance Learning: Analysis and Evaluation

Eighty percent (80%) 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 videos 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, use the LINK button)

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

Eighty eight percent (88%) 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 videos that discuss the topic. Continue with acceptable methods of instruction and as long as they are successful we will continue to use them.

1.5.5.4 Distance Learning: Analysis and Evaluation

Eighty percent (80) 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 videos 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, use the LINK button)

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 |

1.6.4 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 percent (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 videos that discuss the topic. Continue with acceptable methods of instruction and as long as they are successful we will continue to use them.

1.6.5.4 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.

1.6.5.5 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 videos 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: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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, use the LINK button)

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

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**1.4.5.1 Analysis and Evaluation**

68% of students succeeded at this goal, so we were not successful. We did see a major difference in the numbers of those succeeding who were traditional college students, and the Pinnacle students. Those younger students were much less likely to succeed.

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 hope that by continuous training of faculty, we will be able to get the help that these students seem to need. We also anticipate that full enrollment at all academic levels will increase the success rate for the face to face courses.

1.4.5.4 Distance Learning: Analysis and Evaluation

86% of these students were successful, so we are very pleased with this number. Much effort has been given to give these online students extra support in the 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

We will stay the course, possibly revising the benchmark.

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, use the LINK

button)

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

75% of those reported met this goal, so we are very pleased on this particular outcome.

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

We will continue with this particular goal unchanged, until we are consistently in the 80% range.

1.5.5.4 Distance Learning: Analysis and Evaluation

85% successful, so we are meeting this goal.

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

We won't be raising the bar on this goal until our face to face classes are this successful.

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, use the LINK button)

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**

only 63% were successful so the goal was not met. We are again seeing vast differences in the success rate for those younger students.

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

We hope that by continuous training of faculty, we will be able to get the help that these students seem to need. We also anticipate that full enrollment at all academic levels will increase the success rate for the face to face courses.

1.6.5.4 Distance Learning: Analysis and Evaluation

this goal was met at 85%. We are happy with this level of success.

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

Redefine benchmark level (increase, if benchmark is met)

1.6.5.6 Distance Learning: Description of Changes

We plan to raise the bar here, but not until we are able to achieve the same results in the face to face classes.

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, use the LINK button)

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

at 65%, we did not meet this goal.

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

We hope that by continuous training of faculty, we will be able to get the help that these students seem to need. We also anticipate that full enrollment at all academic levels will increase the success rate for the face to face courses.

1.7.5.4 Distance Learning: Analysis and Evaluation

we met this goal at 79%.

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

We will not be changing the level of achievement until we address the discrepancies in the online and face to face courses.

Program Name: ENGL.1301

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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

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, use the LINK button)

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 |
| 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

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 64% of students demonstrated mastery.

1.4.5.1 Analysis and Evaluation 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

Alter classroom engagement strategy (team project, contests, technology use, 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.
3. Schedule new study pods with students.
4. Prescription of Student Support Services.

1.4.5.4 Distance Learning: Analysis and Evaluation DL Analysis

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 has provided 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

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 Changes

The new LMS format is providing new strategies for peer review through Turnitin, voiced email, conferencing capability, and Canva 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.

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, use the LINK button)

1.5.4 Measure of Success

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

1.6.2 Learning Activities

1.6.3 Required General Education Outcome for this SLO (LINK to selection, use the LINK button)

1.6.4 Measure of Success

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

1.7.2 Learning Activities

1.7.3 Required General Education Outcome for this SLO (LINK to selection, use the LINK button)

1.7.4 Measure of Success

1.7.5 Data Summary

1.7.5.1 Analysis and Evaluation

1.7.5.2 Changes as a Result of Analysis and Evaluation

1.7.5.3 Description of Changes

1.7.5.4 Distance Learning: Analysis and Evaluation

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

1.7.5.6 Distance Learning: Description of Changes

Program Name: ENGL.1302

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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

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, use the LINK button)

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 |
| 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, 74% 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

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 academic year.

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 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 Analysis

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 74%), 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

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 Changes

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.
4. Prescription of Student Support Services

Program Name: ENGL.2311

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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

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, use the LINK button)

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 |
| 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 (90%). 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

The strategies are working well for the professors teaching this course.

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

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 Analysis

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

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 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: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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, use the LINK button)

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

1.4.5 Data Summary Data

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% result for this area.

1.4.5.1 Analysis and Evaluation Analysis

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 and referrals to the Student Success Center.

1.4.5.4 Distance Learning: Analysis and Evaluation Analysis

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% 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 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: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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, use the LINK button)

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 |
| 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

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 80% result for this area

1.4.5.1 Analysis and Evaluation Analysis

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 and referrals to the Student Success Center.

1.4.5.4 Distance Learning: Analysis and Evaluation Analysis

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 80.5% 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 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 in our LMS from each professor.

Program Name: ENGL.2327

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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, use the LINK button)

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 |
| 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

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 78%.

1.4.5.1 Analysis and Evaluation Analysis

American Literature has fewer students with one-half taught in in online setting, and the rest taught in a studio/classroom setting. We feel that these face to face students receive more time with the professor.

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 Changes

Possibly, our benchmark needs to be reconsidered, and more conferences should be held in the online course.

1.4.5.4 Distance Learning: 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 69%

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

We need to revisit the benchmark.

Program Name: ENGL.2328

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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, use the LINK button)

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 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 80 % success.

1.4.5.1 Analysis and Evaluation Analysis

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.

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

Possibly, our benchmark needs to be reconsidered. We will discuss this at our fall meeting.

1.4.5.4 Distance Learning: 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 81.25 % success.

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

Possibly, our benchmark needs to be reconsidered. We will discuss this at our fall meeting.

Program Name: ENGL.2332

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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, use the LINK button)

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

1.4.5 Data Summary Data

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 79.33% result for this area.

1.4.5.1 Analysis and Evaluation Analysis

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. The website blocks for English 1302 should be examined.

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. We should discuss strategies to verify if students are taking advantage of The Student Success Center.

1.4.5.4 Distance Learning: Analysis and Evaluation Analysis

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.

1.4.5.5 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 Changes

The LMS conferences, Zoom recordings would work for these weaker students.

Program Name: ENGL.2333

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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, use the LINK button)

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 |
| 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 77% result for this area.

1.4.5.1 Analysis and Evaluation Analysis

Strategies are working, yet returning students, 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. Are there blocks when a student registers online?

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

More one on one tutoring should be considered for struggling students.

1.4.5.4 Distance Learning: Analysis and Evaluation Analysis

Strategies are working, yet returning adult students, 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. Why are the prerequisites not blocked for online registration?

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 Changes

More out online learning pods and tutoring should be considered for struggling students. The LMS conference feature should work with these students.

Program Name: GOVT.2305

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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, use the LINK button)

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 students will demonstrate an acceptable or exemplary rating rubric for spelling, attendance, etc. for each measured general education goal.

1.4.5 Data Summary

Students enrolled in GOVT 2305 were successful in their learning and application of critical thinking, communication, personal responsibility, and social responsibility in face to face classes.

Communication 74% met or exceeded the goal of 70%

Critical thinking 72% met or exceeded the goal of 70%

Personal responsibility 72% met or exceeded the goal of 70%

Social responsibility 74% met or exceeded the goal of 70%

1.4.5.1 Analysis and Evaluation

Consider increasing the benchmark from 70 to 72%

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

Consider increasing the benchmark from 70 to 72% for each of the areas: communication, critical thinking, personal responsibility and social responsibility.

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 in on line classes.

Communication 83% of students met or exceeded 70%

Critical thinking 82% of students met or exceeded 70%

Personal responsibility 70% of students met or exceeded 70%

Social responsibility 65% of students met of exceed 70%

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

Need to re-evaluate the criteria used for Social Responsibility on-line since only 65% of students achieved 70% or better.

Program Name: GOVT.2306

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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, use the LINK button)

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 students will demonstrate an acceptable or exemplary rating based upon a rubric for each measured general education goal.

1.4.5 Data Summary

This grouping contains the results and analysis of the LEAPS as well as any expected changes for the following year.

1.4.5.1 Analysis and Evaluation

Students enrolled in GOVT 2306 face to face were successful in their learning and application of critical thinking, communication, personal responsibility and social responsibility.

Communication 70% of the students met or exceeded 70%

Critical thinking 70% of the students met or exceeded 70%

Personal responsibility 70% of the students met or exceeded 70%

Social responsibility 72% of the students met or exceeded 70%

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

Consider increasing the benchmark from 70%

1.4.5.4 Distance Learning: Analysis and Evaluation

Students enrolled in GOVT 2306 online were successful in their learning and application of critical thinking, communication, personal responsibility, and social responsibility.

Communication 83% of students met or exceeded 70%

Critical thinking 80% of students met or exceeded 70%

Personal responsibility 82% of students met or exceeded 70%

Social responsibility 78% of students met or exceeded 70%

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

Consider raising the benchmark from 70%

Program Name: HIST.1301

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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, use the LINK button)

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 achieve a score of 50 or over from a rubric

1.4.5 Data Summary

This grouping contains the results and analysis of the LEAPS as well as any expected changes for the following year.

1.4.5.1 Analysis and Evaluation

Students enrolled in HIST 1301 were successful in their learning and application of critical thinking, communication, personal responsibility and social responsibility in face to face classes.
 Communication 78% of students met or exceeded 15 points out of 25 points on rubric
 Critical thinking 77% of students met or exceeded 15 points out of 25 points on rubric
 Social responsibility 79% of students met or exceeded 15 points out of 25 points on rubric
 Personal responsibility 79% of students met or exceeded 15 points out of 25 points on 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

No changes should be made. Continue with current rubric and textbooks.

1.4.5.4 Distance Learning: Analysis and Evaluation

Not applicable Students enrolled in HIST 1301 on line were successful in their learning and application of critical thinking, communication, personal responsibility, and social responsibility.
 Communication 90% of students met or exceeded 15 out of 25 on the rubric
 Critical thinking 89% of students met or exceeded 15 out of 25 on the rubric
 Social responsibility 95% of students met or exceeded 15 out of 25 on the rubric
 Personal responsibility 93% of students met or exceeded 15 out of 25 on the rubric

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 should be made. Continue with current rubric and textbooks.

Program Name: HIST.1302

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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, use the LINK button)

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 students assessed with achieve a score of 50 or greater on the rubric

1.4.5 Data Summary

This groups contains the results and analysis of the LEAPS as well as any expected changes for the following year.

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 in face to face classes.

Communication 83% met or exceeded 15 out of 25 on the rubric

Critical thinking 99% met or exceeded 15 out of 25 on the rubric

Personal responsibility 79% met or exceeded 15 out of 25 on the rubric

Social responsibility 86% met or exceeded 15 out of 25 on the 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

No changes or revisions are suggested. Continue to use rubric and current textbooks.

1.4.5.4 Distance Learning: Analysis and Evaluation

Students enrolled in HIST 1302 on line were successful in their learning and application of critical thinking, communication, personal responsibility and social responsibility.

Communication 86% of students met or exceeded 15 out of 25 on the rubric

Critical thinking 96% of students met or exceeded 15 out of 25 on the rubric

Personal responsibility 86% of students met or exceeded 15 out of 25 on the rubric

Social responsibility 92% of students met or exceeded 15 out of 25 on the rubric

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 should be made. Continue using the rubric and current textbooks.

Program Name: HIST.2301

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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, use the LINK button)

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 students assessed with achieve a score of 50 or greater on the rubric

1.4.5 Data Summary

This grouping contains the results and analysis of the LEAPS as well as any expected changes to the following year.

1.4.5.1 Analysis and Evaluation

No students were enrolled in HIST 2301 Face to Face

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

There were no students who took this class face to face.

1.4.5.4 Distance Learning: Analysis and Evaluation

Students enrolled in HIST 2301 were successful in their learning and application of critical thinking, communication, personal responsibility and social responsibility in their on line classes.

Communication 100% of students met or exceeded the rubric of at least 15 out of 25

Critical thinking 100% of students met or exceeded the rubric of at least 15 out of 25

Personal responsibility 100% of students met or exceeded the rubric of at least 15 out of 25

Social responsibility 100% of students met or exceeded the rubric of at least 15 out of 25.

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. Continue to use the same rubric and textbook.

Program Name: HUMA.1301

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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, use the LINK button)

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

LO 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 62% achieved mastery.

1.4.5.1 Analysis and Evaluation Analysis

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 Analysis

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 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, use the LINK button)

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 |
| 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 65% achieving mastery.

1.5.5.1 Analysis and Evaluation Analysis

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 Analysis

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 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: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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 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, use the LINK button)

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

Only 67% succeeded at this goal, so we did not meet our expectations.

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

All of these courses will be taught using the co-requisite model next year.

1.4.5.4 Distance Learning: Analysis and Evaluation

only 55% of students were successful, so the goal was 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

All of these courses will be taught using the co-requisite model next year.

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, use the LINK button)

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**

100% of students were successful on this goal.

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

All of these courses will be taught using the co-requisite model next year.

1.5.5.4 Distance Learning: Analysis and Evaluation

only 50% of students were successful, so we did not meet the goal.

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

All of these courses will be taught using the co-requisite model next year.

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, use the LINK button)

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

1.6.4 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 meant to be deleted, so we have no data.

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

This goal was meant to be deleted, so we have no data.

1.6.5.4 Distance Learning: Analysis and Evaluation

This goal was meant to be deleted, so we have no data.

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

This goal was meant to be deleted, so we have no data.

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, use the LINK button)

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

1.7.4 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

No data was reported for this specific goal.

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

All of these courses will be taught using the co-requisite model next year.

1.7.5.4 Distance Learning: Analysis and Evaluation

Only 50 % of students succeeded, so we did not meet the goal.

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

All of these courses will be taught using the co-requisite model next year.

Program Name: INRW.0320

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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, use the LINK button)

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

84% success, so we met this particular 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

All of these courses will be taught using the co-requisite model next year.

1.4.5.4 Distance Learning: Analysis and Evaluation

79% success, so the goal was 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

All of these courses will be taught using the co-requisite model next year.

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, use the LINK button)

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

95% success, so we met this goal.

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

All of these courses will be taught using the co-requisite model next year.

1.5.5.4 Distance Learning: Analysis and Evaluation

95% success rate, so this goal was 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

All of these courses will be taught using the co-requisite model next year.

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, use the LINK button)

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

1.6.4 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 meant to be deleted, so we have no data to report.

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

This goal was meant to be deleted, so we have no data to report.

1.6.5.4 Distance Learning: Analysis and Evaluation

This goal was meant to be deleted, so we have no data to report.

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

This goal was meant to be deleted, so we have no data to report.

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, use the LINK button)

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

1.7.4 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

83% success rate, so this goal was met.

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

All of these courses will be taught using the co-requisite model next year.

1.7.5.4 Distance Learning: Analysis and Evaluation

we had an 85% success rate, so this goal was met.

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

All of these courses will be taught using the co-requisite model next year.

Program Name: MATH.1314

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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 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, use the LINK button)

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

(Change is we used radical and quadratic equations in FY16. Will use rational, radical, exponential, & logarithmic equations in FY17.)

Y CT: 70% for success / 75% are successful is goal

Y CM: 70% for success / 75% are successful is goal

Y EQ: 70% for success / 75% are successful is goal

1.4.5 Data Summary

883 students were enrolled - 626 face-to-face and 257 online students

35 total classes - 15 F2F class, 13 dual credit classes, 7 online class.

736 students were assessed - 539 face-to-face and 197 online students

Success rates by Core Objectives were:

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

CT: 69% face-to-face, 77% online, 71% overall

EQ: 65% face-to-face, 77% online, 68% overall

1.4.5.1 Analysis and Evaluation

16% of all students enrolled were not available for assessment.

This percentage accounts for 14% of face-to-face students and 23% of online students with no data.

Success rates were reasonable; however, just below established goals.

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 be using the same goals as last year for this gateway course. We are interested in the results of teaching a different student population using the co-requisite model (support topics combined with college level topics).

1.4.5.4 Distance Learning: Analysis and Evaluation

16% of all students enrolled were not available for assessment.

This percentage accounts for 23% of online students with no data.

Goals of success rates for CT and EQ were met; however, CM success rate for online students was just below established goals.

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 Mathematics Department will be using the same goals as last year for this gateway course. We are interested in the results of teaching a different student population using the co-requisite model (support topics combined with college level topics).

Program Name: MATH.1324

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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, use the LINK button)

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 |
| 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% for success / 60% of assessed students successful is the goal

Y CM: 70% for success / 60% of assessed students successful is the goal

Y EQ: 70% for success / 60% of assessed students successful is the goal

1.4.5 Data Summary

110 students were enrolled - 53 face-to-face and 57 online students

5 sections - 3 F2F classes, 2 online classes.

78 students were assessed - 41 face-to-face and 37 online students

Success rates by Core Objectives were:

CM: 71% face-to-face, 38% online, 55% overall

CT: 71% face-to-face, 41% online, 56% overall

EQ: 63% face-to-face, 51% online, 58% overall

1.4.5.1 Analysis and Evaluation

31% of all students enrolled were not available for assessment.

This percentage accounts for 26% of face-to-face students and 35% of online students with no data.

No goals were met based on the low success rates of the online students. However, they were close.

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

Alternative assignments and resources should be given to online students as well as face-to-face students to reinforce the concepts being taught pertaining to this topic and improve overall success rates.

1.4.5.4 Distance Learning: Analysis and Evaluation

31% of all students enrolled were not available for assessment.

This percentage accounts for 35% of online students with no data.

The online students did not meet any of the three goals. The highest success rate of online students was 51% for EQ.

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

Alternative assignments and resources should be given to online students as well as face-to-face students to reinforce the concepts being taught pertaining to this topic and improve overall success rates.

Program Name: MATH.1325

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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, use the LINK button)

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: 65% for success / 65% of assessed students successful is goal

Y CM: 65% for success / 65% of assessed students successful is goal

Y EQ: 65% for success / 65% of assessed students successful is goal

1.4.5 Data Summary

34 students were enrolled - 18 face-to-face and 16 online students

3 sections - 2 F2F class, 1 online class.

26 students were assessed - 17 face-to-face and 9 online students

Success rates by Core Objectives were:

CM: 71% face-to-face, 78% online, 73% overall

CT: 76% face-to-face, 78% online, 77% overall

EQ: 76% face-to-face, 78% online, 77% overall

1.4.5.1 Analysis and Evaluation

24% of all students enrolled were not available for assessment.

This percentage accounts for 6% of face-to-face students and 44% of online students with no data.

Overall, all goals were 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

Math faculty will select a different learning outcome for the assessment next year.

1.4.5.4 Distance Learning: Analysis and Evaluation

24% of all students enrolled were not available for assessment.

This percentage accounts for 44% of online students with no data.

Although the number of online students with no data was extremely high, the success rate of those who did complete the assessment were higher than the face-to-face students in all 3 core objectives.

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

Math faculty will select a different learning outcome for the assessment next year.

Program Name: MATH.1332

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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 Measured Outcome

1.4.1 Student Learning Outcomes

Students will be able to interpret and analyze various representations of data. Students will be able to reason, model, and draw conclusions or make decisions with mathematical, statistical & quantitative information.

1.4.2 Learning Activities

Assigned homework will include the use of scatter plots, frequency distributions, histograms, and/or graphs. Students will need to correctly interpret the different data types and to be able to understand and communicate using correct terminology. They will also calculate using data from graphs and other representations.

1.4.3 Required General Education Outcome for this SLO (LINK to selection, use the LINK button)

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

Benchmark: 70%

Goal: 70% achieve benchmark.

1.4.5 Data Summary

184 students were enrolled - 109 face-to-face and 75 online students

11 sections - 8 F2F classes, 3 online classes.

158 students were assessed - 95 face-to-face and 63 online students

Success rates by Core Objectives were:

CM: 81% face-to-face, 41% online, 65% overall

CT: 76% face-to-face, 84% online, 79% overall

EQ: 76% face-to-face, 78% online, 77% overall

1.4.5.1 Analysis and Evaluation

24% of all students enrolled were not available for assessment.

This percentage accounts for 17% of face-to-face students and 38% of online students with no data.

Goals for CT and EQS were met; however, CM goal was not met based on very low success rate for 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

The Mathematics Department will be using the same goals as last year for this gateway course. We are interested in the results of teaching a different student population using the co-requisite model (support topics combined with college level topics).

1.4.5.4 Distance Learning: Analysis and Evaluation

24% of all students enrolled were not available for assessment.

This percentage accounts for 38% of online students with no data.

Goals for CT and EQS were met; however, CM goal was not met based on very low success rate for online 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 Mathematics Department will be using the same goals as last year for this gateway course. We are interested in the results of teaching a different student population using the co-requisite model (support topics combined with college level topics).

Program Name: MATH.1342

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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

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, use the LINK button)

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% for success / goal is 70% of assessed students are successful

Y CM: 70% for success / goal is 70% of assessed students are successful

Y EQ: 70% for success / goal is 70% of assessed students are successful

1.4.5 Data Summary

627 students were enrolled - 420 face-to-face and 207 online students

30 sections - 13 F2F class, 10 dual credit classes, 7 online class.

479 students were assessed - 350 face-to-face and 129 online students

Success rates by Core Objectives were:

CM: 75% face-to-face, 77% online, 75% overall

CT: 71% face-to-face, 75% online, 72% overall

EQ: 70% face-to-face, 74% online, 71% overall

1.4.5.1 Analysis and Evaluation

24% of all students enrolled were not available for assessment.

This percentage accounts for 17% of face-to-face students and 38% of online students with no data.

Overall, all goals were 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

The Mathematics Department will be using the same goals as last year for this gateway course. We are interested in the results of teaching a different student population using the co-requisite model (support topics combined with college level topics).

1.4.5.4 Distance Learning: Analysis and Evaluation

24% of all students enrolled were not available for assessment.

This percentage accounts for 38% of online students with no data.

Among online students, all goals were met.

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 Mathematics Department will be using the same goals as last year for this gateway course. We are interested in the results of teaching a different student population using the co-requisite model (support topics combined with college level topics).

Program Name: MATH.1350

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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

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, use the LINK button)

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 |
| 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% for success / 70% of assessed students will be successful is goal

Y CM: 70% for success / 80% of assessed students will be successful is goal

Y EQ: 70% for success / 80% of assessed students will be successful is goal

1.4.5 Data Summary

50 students were enrolled - 50 face-to-face students

3 sections - 3 F2F class

47 students were assessed - 47 face-to-face

Success rates by Core Objectives were:

CM: 96% face-to-face, 96% overall

CT: 91% face-to-face, 91% overall

EQ: 98% face-to-face, 98% overall

1.4.5.1 Analysis and Evaluation

All students enrolled were assessed.

Overall, all goals were 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 success rates exceeded the goals, Math faculty will select a different learning outcome for the assessment 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 Redefine benchmark level (increase, if benchmark is met)

1.4.5.6 Distance Learning: Description of Changes

Not applicable

Program Name: MATH.1351

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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

The students should develop and use formulas for the perimeter, area, and volume for a variety of figures. The student should learn to use geometry and measurement to study and explain real problems.

1.4.2 Learning Activities

Homework, quizzes, presentations, and tests will require students to perform measurements, choose appropriate formulas for perimeter, area, and volume for a variety of figures, correctly modify units of measurement so that all units in a particular problem are compatible, calculate required variables with correct units, and relate these values to real world problems. Written work will be evaluated on each student's step-by-step justification for his/her work, upon the logic of 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 formula 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 models. Students will use these quantitative measures to make informed decisions regarding real world problems.

1.4.3 Required General Education Outcome for this SLO (LINK to selection, use the LINK button)

General Outcomes Links

| | |
|----------------|---------|
| General | General |
|----------------|---------|

| Education (Use for LEAPs) | 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

11 students were enrolled - 11 face-to-face students

2 F2F class

11 students were assessed - 11 face-to-face

Success rates by Core Objectives were:

CM: 73% face-to-face, 73% overall

CT: 73% face-to-face, 73% overall

EQ: 73% face-to-face, 73% overall

1.4.5.1 Analysis and Evaluation

All students enrolled were assessed.

The overall rate of 73% was close, but did not meet the goal of 80% for any of the 3 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

Math faculty will select a different learning outcome for the assessment 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

Program Name: MATH.2312

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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, use the LINK button)

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 |
| 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% (tests) for successful rating / 75% of assessed students will be successful is the goal

Y CM: 70% (tests) for successful rating / 75% of assessed students will be successful is the goal

Y EQ: 70% (tests) for successful rating / 75% of assessed students will be successful is the goal

1.4.5 Data Summary

156 students were enrolled - 109 face-to-face and 31 online students

11 sections - 3 F2F class, 6 dual credit classes, 2 online class.

123 students were assessed - 92 face-to-face and 31 online students

Success rates by Core Objectives were:

CM: 88% face-to-face, 90% online, 89% overall

CT: 88% face-to-face, 87% online, 88% overall

EQ: 88% face-to-face, 90% online, 89% overall

1.4.5.1 Analysis and Evaluation

21% of all students enrolled were not available for assessment.

This percentage accounts for 15% of face-to-face students and 34% of online students with no data.

Overall, all goals were 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 success rates exceeded the goals, Math faculty will select a different learning outcome for the assessment next year.

1.4.5.4 Distance Learning: Analysis and Evaluation

21% of all students enrolled were not available for assessment.

This percentage accounts for 34% of online students with no data.

Among online students, all goals were met.

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 success rates exceeded the goals, Math faculty will select a different learning outcome for the assessment next year.

Program Name: MATH.2318

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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

Students will be able to carry out matrix operations, including inverses and determinants.

1.4.2 Learning Activities

Homework requiring matrix operations, matrix inversion, and the determinant of a matrix will be assigned and assessed 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 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, use the LINK button)

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 |
| 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% benchmark for success on tests / 70% of assessed students will be successful is goal

CM: 70% benchmark for success on tests / 70% of assessed students will be successful is goal

EQ: 70% benchmark for success on tests / 70% of assessed students will be successful is goal

1.4.5 Data Summary

No sections of this course were offered.

1.4.5.1 Analysis and Evaluation

No sections of this course were offered.

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 be using the same goals as last year for this course, since no sections were 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: MATH.2320

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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 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, use the LINK

button)

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

CT: benchmark for success is 80% / goal is 85% of assessed students will be successful

CM: benchmark for success is 80% / goal is 85% of assessed students will be successful

EQ: benchmark for success is 80% / goal is 85% of assessed students will be successful

1.4.5 Data Summary

4 students were enrolled - 4 face-to-face students

1 F2F class

4 students were assessed - 4 face-to-face

Success rates by Core Objectives were:

CM: 75% face-to-face, 75% overall

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

EQ: 100% face-to-face, 100% overall

1.4.5.1 Analysis and Evaluation

All students enrolled were assessed.

Goals for CT and EQ were met. However, the CM success rate was below the goal.

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 faculty will select a different learning outcome for the assessment 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

Program Name: MATH.2413

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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, use the LINK button)

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 |
| 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% of assessed students get 70% or higher on test(s) used in assessment of CT
 CM:70% of assessed students get 70% or higher on test(s) used in assessment of CM
 EQ:70% of assessed students get 70% or higher on test(s) used in assessment of EQ

1.4.5 Data Summary

121 students were enrolled - 78 face-to-face and 43 online students
 11 sections - 3 F2F classes, 6 dual credit classes, 2 online classes.
 104 students were assessed - 70 face-to-face and 34 online students

Success rates by Core Objectives were:

CM: 87% face-to-face, 76% online, 84% overall

CT: 89% face-to-face, 82% online, 87% overall

EQ: 87% face-to-face, 82% online, 86% overall

1.4.5.1 Analysis and Evaluation

14% of all students enrolled were not available for assessment.
 This percentage accounts for 10% of face-to-face students and 21% of online students with no data.
 Overall, all goals were 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 success rates exceeded the goals, Math faculty will select a different learning outcome for the assessment next year.

1.4.5.4 Distance Learning: Analysis and Evaluation

14% of all students enrolled were not available for assessment.
 This percentage accounts for 21% of online students with no data.
 Among online students, all goals were met.

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 success rates exceeded the goals, Math faculty will select a different learning outcome for the assessment next year.

Program Name: MATH.2414

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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 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, use the LINK button)

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:70%/70%

Y CM:70%/70%

Y EQ:70%/70%

1.4.5 Data Summary

36 students were enrolled - 25 face-to-face and 11 online students

4 sections - 1 F2F class, 2 dual credit classes, 1 online class.

31 students were assessed - 25 face-to-face and 6 online students

Success rates by Core Objectives were:

CM: 80% face-to-face, 50% online, 74% overall

CT: 84% face-to-face, 83% online, 84% overall

EQ: 80% face-to-face, 83% online, 81% overall

1.4.5.1 Analysis and Evaluation

14% of all students enrolled were not available for assessment.

This percentage accounts for 45% of online students with no data.

Overall, all goals were 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

Math faculty will select a different learning outcome for the assessment next year.

1.4.5.4 Distance Learning: Analysis and Evaluation

14% of all students enrolled were not available for assessment.

This percentage accounts for 45% of online students with no data.

The online students did not meet the CM goal. However, the success rates of online students exceeded the goals for CT and EQ.

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

Math faculty will select a different learning outcome for the assessment next year.

Program Name: MATH.2415

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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

Find extrema and tangent planes.

1.4.2 Learning Activities

Homework requiring written solutions of problems asking for relative extrema of multivariable functions 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, use the LINK button)

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

CT: 70% on assessments of CT is benchmark for success / 75% of assessed students will be successful

CM: 70% on assessments of CM is benchmark for success / 75% of assessed students will be successful

EQ: 70% on assessments of EQ is benchmark for success / 75% of assessed students will be successful

1.4.5 Data Summary

4 students were enrolled - 4 face-to-face students

1 F2F class

4 students were assessed - 4 face-to-face

Success rates by Core Objectives were:

CM: 100% face-to-face, 100% overall

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

EQ: 100% face-to-face, 100% overall

1.4.5.1 Analysis and Evaluation

All students enrolled were assessed.

All goals were 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 success rates exceeded the goals, Math faculty will select a different learning outcome for the assessment 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

Program Name: MUSI.1306

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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, use the LINK button)

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 score at least 70% of the available points for this element.

1.4.5 Data Summary

1.4.5.1 Analysis and Evaluation

TW 69/72=96% of students who scored at least 70% of the available points for teamwork. This exceeds the 80% target.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.4.5.3 Description of Changes

Rather than doing a peer review, I may have students collaborate in groups of two or three; therefore, allowing more in-depth presentations.

1.4.5.4 Distance Learning: Analysis and Evaluation

TW 53/63-84% Rather than doing a peer review, I may have students collaborate in groups of two or three; therefore, allowing more in-depth presentations. This exceeds the 80% target.

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

Fall 17: No potential issues this semester. I will review my rubric in Canvas to refine my grading criteria for next semester.

Spring 18: I'd like to change the 70% target to match American Music: 80% will score at least a 4 on the teamwork portion of the rubric. 70% is between 3&4 on my rubric.

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, use the LINK button)

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 |

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

COMM 43/48=90% Number of students who earned a minimum rating of 4 on the communication portion of the rubric, based on effective application of writing skills in the report. This number exceeds the 75% target.

CT 43/48=81% 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. This exceeds the 75% target

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

Had changed the grading scale to a weight scale per last semesters suggestion. Believe this helped increase participation from the class. Assignments were turned in by the deadline. Believe there is not a need to make new suggestions this next semester.

1.5.5.4 Distance Learning: Analysis and Evaluation

COMM 38/41=93% Number of students who earned a minimum rating of 4 on the communication portion of the rubric, based on effective application of writing skills in the report. This number exceeds the 75% target.

CT 40/41=98% Number of students who earned a minimum rating of 4 on the critical thinking portion of the rubric, based on their ability to support their opinion of the performance. This exceeds the 75% target.

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

-Next semester I will write an addendum to my rubric limiting the types of concert students can attend, requiring a copy of the printed program. This will minimize the number of "contemporary" concerts they attend-essays need to reflect the course content studied over the course of the semester.

-I need to readjust my rubric to include deductions for word count discrepancies and widen the scope of error for grammatical issues iwthn Communication and Critical Thinking.

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, use the LINK button)

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

1.6.4 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

COMM 43/48=90% Number of students who earned a minimum rating of 4 on the communication portion of the rubric, based on effective application of writing skills in the report. This number exceeds the 75% target.

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

Change grading scale to weighted to make missing an assignment matter, hopefully so the students will understand the need to turn in assignments.

1.6.5.4 Distance Learning: Analysis and Evaluation

Comm 38/41=93% Number of students who earned a minimum rating of 4 on the communication portion of the rubric, based on effective application of writing skills in the report . This number exceeds the 75% target.

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

Redefine benchmark level (increase, if benchmark is met)

1.6.5.6 Distance Learning: Description of Changes

-Readjust rubrics

_Define the type of concerts students can attend.

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, use the LINK button)

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

SR 47/48=98% Number of students who rated 5 on the social responsibility portion of the rubric due to their attendance of the musical performance. This did not reach the target of 100%.

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

- Change grading scale to weighted to make missing an assignment matter, hopefully so the students will understand the need to turn in assignments.
- Have students proofread each others papers for correct grammar, spelling and readability and return to student for suggested revisions. Perhaps this will curb some of the syntax and readability issues; as well as making sure that the student thoroughly and completely addresses the assignment requirements.

1.7.5.4 Distance Learning: Analysis and Evaluation

SR 40/41=98% Number of students who rated 5 on the social responsibility portion of the rubric due to their attendance of the musical performance. The students did not reach the 100% target.

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

-Next semester I will write in an addendum to my rubric limiting the type of concert students can attend, requiring a copy of the printed program. This will minimize the number of "contemporary" concerts (country, rock, pop, rap, etc.) they attend--essays need to reflect the course content studied over the course of the semester.

-I need to readjust my rubrics to include deductions for word count discrepancies and widen the scope of error for grammatical issues within Communication and Critical Thinking.

Program Name: MUSI.1307

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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, use the LINK button)

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% will score at least 70% of the available points for this element

1.4.5 Data Summary

1.4.5.1 Analysis and Evaluation

FTF 11/11=100% of students who earned at least 70% of the available points for this element.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.4.5.3 Description of Changes

Add peer review.

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

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, use the LINK button)

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

1.5.4 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

FTF 9/11=82% of students who earned 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

Number of students who earned a minimum rating of 4 on the critical thinking portion of the rubric, based on their ability to support their opinion of the performance

1.5.5.4 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, use the LINK button)

General Outcomes Links

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

Communication Skills (CM): To include effective development,

Communication Skills

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**

FTF=9/11=82% of students who earned a minimum rating of 4 on the communication portion of the rubric, based on effective application of writing skills in the report

1.6.5.2 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

Increased emphasis on writing resources, acceptable terminology, and listing of novice writing mistakes in music analysis will allow for a more thorough understanding of academic writing practices.

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**

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, use the LINK button)

General Outcomes Links

| | |
|------------------|-----------|
| General | General |
| Education | Education |

**(Use for
LEAPs)**

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**

FTF 11/11=100% of students who rated 5 on the social responsibility portion of the rubric due to their attendance of the musical performance

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**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: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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, use the LINK button)

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

F2F by embedded not reported. Instructor no longer employed by TVCC.

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

89/105 (85%) of students who scored a minimum of 4 on the rubric for teamwork.

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

Review rubric to check for potential improvement of measurement.

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, use the LINK button)

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 |

1.5.4 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

Embedded faculty did not submit results. He is no longer employed with TVCC.

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

COMM: 69/79 (87%) students scored at least a 4 on the communication portion of the rubric, based on their operational writing skills and/or effective oral presentaion skills.

CT: 70/79 (89%) students demonstrated a minimum rating of 4 on the critical thinking portion of the rubric.

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

Instructor may look at redefining rubric.

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, use the LINK button)

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

1.6.4 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

This skill has been addressed above and should be removed here.

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**

This skill has been addressed above and should be removed here.

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**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, use the LINK button)*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

Embedded faculty member did not submit data and is no longer employed by the college.

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

1.7.5.4 Distance Learning: Analysis and Evaluation

SR: 62/79 (78%) students scored a rating of 5 on the Social Responsibility portion of the rubric.

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

Adjust criterion to "75% of students will receive a 4 or higher"

The current criterion was set by a previously taught F2F course and is not accessible for online instructional methods.

Program Name: PHIL.2306
 Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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

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, use the LINK button)

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 |
|-------------------|---|

1.4.4 Measure of Success

65% of the students will score 70% or higher

1.4.5 Data Summary

This grouping contains the results and analysis of the LEPS as well as any expected changes for the following year.

1.4.5.1 Analysis and Evaluation

Students enrolled in PHIL 2306 face to face were somewhat successful with their learning and application of critical thinking, communication, personal responsibility and social responsibility.
Communication 59% of students scored 24 or better out of 30 on the rubric
Critical thinking 56% of students scored 30 or better out of 40 on the rubric
Personal responsibility 81% of students scored 30 or better out of 40 on the rubric
Social responsibility 85% of students scored 20 or better out of 30 on the 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

This was the first year this rubric was used in the LEAP process. The rubric will be evaluated by the instructors in the course and changes will be made.

1.4.5.4 Distance Learning: Analysis and Evaluation

Students enrolled in PHIL 2306 on line were somewhat successful in their learning and application of critical thinking, communication, personal responsibility and social responsibility in their on line classes
Communication 64% of students met or exceeded 24 points out of 30 in the rubric
Critical thinking 58% of students met or exceeded 30 points out of 40 in the rubric
Personal responsibility 75% of students met or exceeded 30 points in the rubric
Social responsibility 64% of students met or exceeded 20 points in the rubric.

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

Review the LEAP rubric and administration of the assessment with the instructors who teach the class.
This is the first year this rubric has been used with this class.

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, use the LINK button)

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**

Need to review rubric and means of administrating LEAP criteria.

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

Based upon this first year results, the rubric and administration of the LEAP assessments will be reviewed and changed.

1.5.5.4 Distance Learning: Analysis and Evaluation

Review rubric used this year for the first time and the administration of the LEAP assessments with instructors which teach the class.

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

Review the process of assessment, review the assessments used to evaluate the LEAP, the textbooks used and the results by the instructors which teach the class.

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, use the LINK button)

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 |
| 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 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

This was the first year a rubric was used in assessing LEAPS. The same will be reviewed and changed.

1.6.5.1 Analysis and Evaluation

This is the first year this rubric was used in LEAP analysis. The rubric will be reviewed and changed based upon the results.

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

Review the administration of the LEAP assessment and rubrics with the instructors for this class.

1.6.5.4 Distance Learning: Analysis and Evaluation

Review the rubric and administration of the LEAP assessment with the instructors who are teaching this class.

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

Review the rubric and the administration of the LEAP assessment online with the instructors who teach the class.

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, use the LINK button)

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

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

This was the first year LEAP results were submitted for this class. Instructors will evaluate the results and rubric and administration of the assessments and make changes.

1.7.5.1 Analysis and Evaluation

Need to determine if the LEAP assessments were administrated properly and review the rubric used.

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

Review the textbooks used, the LEAP assessments, the administration of the LEAP assessments and the rubric and make changes based upon those observations by the instructors which teach the class.

1.7.5.4 Distance Learning: Analysis and Evaluation

Review the textbooks used, the LEAP assessments, the administration of the LEAP assessments and the rubric and make changes based upon those observations by the instructors which teach the class.

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

Review how LEAP assessments are administered, the textbooks used, the rubric, and the results with instructors who teach the class, and made changes.

Program Name: PHYS.1401

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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 Measured Outcome

1.4.1 Student Learning Outcomes

SLO #1: Determine the components of linear motion and especially motion under conditions of constant acceleration.

1.4.2 Learning Activities

The student will perform a laboratory experiment to measure the acceleration of gravity on earth. The student will form a plan of action, collect data, process data, perform calculations, and analyze the results to obtain a value for the acceleration of gravity on earth.

1.4.3 Required General Education Outcome for this SLO (LINK to selection, use the LINK button)

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 |
| 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.

For CT, student laboratory data sheets will be evaluated and assessed using the following rubric:

Exemplary: Student obtains useful data, completes data analysis and obtains values for the acceleration of gravity within 10% of the accepted value.

Acceptable: Student obtains useful data, completes data analysis, and obtains values for gravity but with more than 10% error.

Unacceptable: Student obtains faulty data or fails to complete data analysis in determining gravity.

For EQ, the student will be scored on correct use of equations, labeling of units, and reporting calculations with correct significant figures. Score will be based on the following rubric:

Exemplary: Calculations will be completed accurately, in a proper format with correct 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 or units, and within 10% of the accepted value.

Unacceptable: Calculations will not be completed accurately; there will be significant format errors and numerous errors in significant figures and units, with a final numerical error causing the result to fail to come within 10% of the accepted value.

1.4.5 Data Summary

35 students from 2 face-to-face sections of PHYS 1401, representing 2 main campuses, were assessed for the fall semester. Percents of assessed students who were successful at reaching the benchmark 70% score, by Core Objective were:

CT - 71%

EQR - 69%

Those not available for assessment (probably an indication of the drop out rate) was 11% for face-to-face students in the fall semester.

1.4.5.1 Analysis and Evaluation

The critical thinking core objective benchmark was met for the PHYS 1401 courses in the fall 2017 semester, the empirical and quantitative reasoning objective benchmark was unsuccessful.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.4.5.3 Description of Changes

The physics/physical science faculty have agreed to broaden the experiments acceptable to complete this outcome but will continue to use the lab report as the assessment. The faculty are currently constructing a common rubric to use for assessing the lab reports to ensure the data reported is equal.

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

SLO #12: Demonstrate techniques to set up and perform experiments, collect data from those experiments, and formulate conclusions from an experiment.

1.5.2 Learning Activities

Each student will analyze and report data related to measuring the acceleration of gravity on earth. Each student will report the results in a written laboratory report containing an introduction, data, analysis and a conclusion. The lab report will be scored with approximately 10% for the introduction, 50% for data, 15% for calculations, and 25% for the conclusion.

Students will work in groups performing the experiment to measure the acceleration of gravity on earth. Each group member will perform activities to measure pertinent data, then share the data with the other group members and reach a consensus on the experimental result.

1.5.3 Required General Education Outcome for this SLO (LINK to selection, use the LINK button)

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

For CM (Communication), at least 70% of students assessed will score Exemplary or Acceptable on the evaluation instrument (the lab report), where the rubric for evaluating the report follows.

Exemplary: Score at least 90% on the lab report.

Acceptable: Score at 70% on the lab report.

Unacceptable: Score less than 70% on the lab report.

For TW (Teamwork), at least 70% of students assessed will demonstrate Exemplary or Acceptable ratings based on the following rubric.

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 he/she concurs with the group results.

Unacceptable: The student will not personally measure any experimental data or will fail to support the group results.

1.5.5 Data Summary

35 students from 2 face-to-face sections of PHYS 1401, representing 2 main campuses, were

assessed for the fall semester. Percents of assessed students who were successful at reaching the benchmark 70% score, by Core Objective were:

COM - 83%

EQR - 69%

Those not available for assessment (probably an indication of the drop out rate) was 11% for face-to-face students in the fall semester.

1.5.5.1 Analysis and Evaluation

The communication and teamwork core objective benchmarks were met for the PHYS 1401 courses in the fall 2017 semester.

1.5.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.5.5.3 Description of Changes

The physics/physical science faculty have agreed to broaden the experiments acceptable to complete this outcome but will continue to use the lab report as the assessment. The faculty are currently constructing a common rubric to use for assessing the lab reports to ensure the data reported is equal.

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: PHYS.1402

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

1 Course

PHYS 1402, College Physics II

1.1 Division-Department

Science - Physics

1.2 Course Type

Academic TVCC Core Course (Transfer)

1.3 Required General Education Outcomes for Course (LINK to selection, use the LINK button)

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 Measured Outcome

1.4.1 Student Learning Outcomes

SLO #8: Demonstrate techniques to set up and perform experiments, collect data from those experiments, and formulate conclusions from an experiment.

1.4.2 Learning Activities

The student will analyze and report data from a laboratory experiment related to Ohm's Law. The student will report the results in a written laboratory report containing an introduction, data, analysis, and a conclusion. The lab report will be scored with approximately 10% for the introduction, 50% for data, 15% for calculations and 25% for the conclusion.

Students will work in groups performing an experiment to build an electric circuit to measure current, voltage and resistance. Ohm's Law relates these quantities. Each group member will perform activities to measure pertinent data, then share the data with the other group members and reach a consensus on the experimental result.

1.4.3 Required General Education Outcome for this SLO (LINK to selection, use the LINK button)

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 |
|----------------------|--|

| | |
|----------|--|
| 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 based on the rubric:

Exemplary: Score at least 90% on the laboratory report.

Acceptable: Score at least 70% on the laboratory report.

Unacceptable: Score less than 70% on the lab report.

TW: 70% will score Exemplary or Acceptable on TW based on the following rubric.

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.

Unacceptable: 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 2 face-to-face sections of PHYS 1402, representing 2 main campuses, were assessed for the spring semester. Percents of assessed students who were successful at reaching the benchmark 70% score, by Core Objective were:

COM - 94%

TW - 94%

Those not available for assessment (probably an indication of the drop out rate) was 6% for face-to-face students in the spring semester.

1.4.5.1 Analysis and Evaluation

Communication and teamwork core objective benchmarks were met for the PHYS 1402 courses in the spring 2018 semester.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.4.5.3 Description of Changes

The physics/physical science faculty have agreed to broaden the experiments acceptable to complete this outcome but will continue to use the lab report as the assessment. The faculty are currently constructing a common rubric to use for assessing the lab reports to ensure the data reported is equal.

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

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

For Critical Thinking (CT): The student will use principles of electric circuits to build a circuit, collect data analyze data and verify Ohm's Law.

For Empirical and Quantitative Reasoning (EQ): The student will use the data to perform calculations with Ohm's Law.

1.5.3 Required General Education Outcome for this SLO (LINK to selection, use the LINK button)

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

1.5.4 Measure of Success

CT: 70% will demonstrate Exemplary or Acceptable ratings on CT using the following rubric.

Exemplary: The student obtained useful data, completed data analysis and obtained values for the resistance within 10% of the accepted value.

Acceptable: The student obtained useful data, completed data analysis, and obtained values for resistance but with more than 10% error.

Unacceptable: The student obtained faulty data or failed to complete data analysis in determining resistance.

EQ: 70% will demonstrate Exemplary or Acceptable ratings on EQ using the following rubric.

Exemplary: Calculations were completed accurately, in a proper format with correct significant figures and units, and within 10% of the accepted value. Acceptable: Calculations were completed accurately, with some errors in format and significant figures, but results were within 10% of the accepted value.

Inadequate: Calculations were not completed accurately, there will be significant format errors, or numerous errors in significant figures and/or units, or a final numerical error of more than 10%.

1.5.5 Data Summary

17 students from 2 face-to-face sections of PHYS 1402, representing 2 main campuses, were assessed for the spring semester. Percents of assessed students who were successful at reaching the benchmark 70% score, by Core Objective were:

CT - 88%

EQR - 94%

Those not available for assessment (probably an indication of the drop out rate) was 6% for face-to-face students in the spring semester.

1.5.5.1 Analysis and Evaluation

Critical thinking and empirical and quantitative reasoning core objective benchmarks were met for the PHYS 1402 courses in the spring 2018 semester.

1.5.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.5.5.3 Description of Changes

The physics/physical science faculty have agreed to broaden the experiments acceptable to complete this outcome but will continue to use the lab report as the assessment. The faculty are currently constructing a common rubric to use for assessing the lab reports to ensure the data reported is equal.

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: PHYS.1415

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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 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. The Physical Science Department will use a different laboratory experience and report to assess this outcome than the one they used last year.

1.4.3 Required General Education Outcome for this SLO (LINK to selection, use the LINK button)

General Outcomes Links

| | |
|-----------------------------------|----------------------|
| General Education (Use | General 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% reach benchmark

1.4.5 Data Summary

95 students from 5 face-to-face sections of PHYS 1415, representing 2 main campuses, were assessed for the fall semester. Percents of assessed students who were successful at reaching the benchmark 70% score, by Core Objective were:

COM - 83%

CT - 56%

EQR - 56%

TW - 81%

8 students from 1 face-to-face section of PHYS 1415, representing 1 main campus, were assessed for the spring semester. Percents of assessed students who were successful at reaching the benchmark 70% score, by Core Objective were:

COM - 75%

CT - 75%

EQR - 75%

TW - 75%

49 students from 2 distance learning section of PHYS 1415, were assessed for the fall semester. Percents of assessed students who were successful at reaching the benchmark 70% score, by Core Objective were:

COM - 35%

CT - 35%

EQR - 35%

TW - 96%

Those not available for assessment (probably an indication of the drop out rate) was 17% for face-to-face students in the fall semester and 25 % in the spring semester and 0% for the distance learning courses in the spring semester.

1.4.5.1 Analysis and Evaluation

The critical thinking and empirical and quantitative reasoning core objective benchmarks were not met for the PHYS 1415 face-to-face courses in the fall 2017 semester, all other core objective benchmarks were met.

All four core objective benchmarks were met for the spring 2018 semester face-to-face PHYS 1415 courses.

The teamwork benchmark was met in the spring distance learning courses in the spring 2018 semester, all others were not met.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.4.5.3 Description of Changes

The physics/physical science faculty have agreed to broaden the experiments acceptable to complete this outcome but will continue to use the lab report as the assessment. The faculty are currently constructing a common rubric to use for assessing the lab reports to ensure the data reported is equal.

1.4.5.4 Distance Learning: Analysis and Evaluation

The teamwork benchmark was met in the spring distance learning courses in the spring 2018 semester, all others were not met.

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

The physics/physical science faculty have agreed to broaden the experiments acceptable to complete this outcome but will continue to use the lab report as the assessment. The faculty are currently constructing a common rubric to use for assessing the lab reports to ensure the data reported is equal.

Program Name: PHYS.1417

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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 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, use the LINK button)

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 |
| 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

24 students from 1 distance learning section of PHYS 1417, were assessed for the fall semester. Percents of assessed students who were successful at reaching the benchmark 70% score, by Core Objective were:

COM - 0%
 CT - 71%
 EQR - 69%
 TW - 0%

46 students from 3 face-to-face sections of PHYS 1417, representing 2 main campuses, were assessed for the spring semester. Percents of assessed students who were successful at reaching the benchmark 70% score, by Core Objective were:

COM - 89%
 CT - 89%
 EQR - 80%
 TW - 87%

Those not available for assessment (probably an indication of the drop out rate) was 8% for face-to-face students in the fall semester and 11 % in the spring semester.

1.4.5.1 Analysis and Evaluation

The critical thinking core objective benchmark was met for the PHYS 1417 distance learning course in the fall 2017 semester, all other core objective benchmarks were not met.

All four core objective benchmarks were met for the spring 2018 semester.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.4.5.3 Description of Changes

The physics/physical science faculty have agreed to broaden the experiments acceptable to complete this outcome but will continue to use the lab report as the assessment. The faculty are currently constructing a common rubric to use for assessing the lab reports to ensure the data reported is equal.

1.4.5.4 Distance Learning: Analysis and Evaluation

The critical thinking core objective benchmark was met for the PHYS 1417 distance learning course in the fall 2017 semester, all other core objective benchmarks were not met.

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

The physics/physical science faculty have agreed to broaden the experiments acceptable to complete this outcome but will continue to use the lab report as the assessment. The faculty are currently constructing a common rubric to use for assessing the lab reports to ensure the data reported is equal.

Program Name: PHYS.2425

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

1 Course

PHYS 2425, University Physics I

1.1 Division-Department

Science - Physics

1.2 Course Type

Academic TVCC Core Course (Transfer)

1.3 Required General Education Outcomes for Course (LINK to selection, use the LINK button)

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

SLO #13: Prepare laboratory reports that clearly communicate experimental information in a logical and scientific manner

1.4.2 Learning Activities

The student will analyze and report data related to measuring the acceleration of gravity on earth. The student will report the results in a written laboratory report containing an introduction, data, analysis, and a conclusion.

1.4.3 Required General Education Outcome for this SLO (LINK to selection, use the LINK button)

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

1.4.4 Measure of Success

70% will score Exemplary or Acceptable on Communication (CM) using the following assessment and rubric.

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

22 students from 1 face-to-face section of PHYS 2425, representing 1 main campuses, were assessed for the fall semester. Percents of assessed students who were successful at reaching the benchmark 70% score, were:

Successful - 77%

Unsuccessful - 5%

Those not available for assessment (probably an indication of the drop out rate) was 18% for face-to-face students in the fall semester.

1.4.5.1 Analysis and Evaluation

77% of the PHYS 2425 students scored at least a 70 % on the lab report, therefore this benchmark was met.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.4.5.3 Description of Changes

The physics/physical science faculty have agreed to broaden the experiments acceptable to complete this outcome but will continue to use the lab report as the assessment. The faculty are currently constructing a common rubric to use for assessing the lab reports to ensure the data reported is equal.

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**

SLO #17: Design fundamental experiments involving principles of classical mechanics.

1.5.2 Learning Activities

The student will perform an experiment to measure the acceleration of gravity on earth. The student will form a plan of action, collect data, process data and analyze the results to obtain a value for the acceleration of gravity on earth.

1.5.3 Required General Education Outcome for this SLO (LINK to selection, use the LINK button)

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

1.5.4 Measure of Success

Critical Thinking (CT): At least 70% of assessed students will be rated Exemplary or Acceptable when laboratory data sheets are evaluated using the following rubric.

Exemplary: Obtains useful data, completes data analysis and obtains values for the acceleration of gravity within 10% of the accepted value.

Acceptable: Obtains useful data, completes data analysis, but obtains values for acceleration of gravity with more than 10% error.

Unacceptable: Obtains faulty data or fails to complete data analysis.

1.5.5 Data Summary

22 students from 1 face-to-face section of PHYS 2425, representing 1 main campuses, were assessed for the fall semester. Percents of assessed students who were successful at reaching the benchmark 70% score, were:

Successful - 82%

Unsuccessful - 0%

Those not available for assessment (probably an indication of the drop out rate) was 18% for face-to-face students in the fall semester.

1.5.5.1 Analysis and Evaluation

82% of the PHYS 2425 students scored at least a 70 % on the lab report, therefore this benchmark was met.

1.5.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.5.5.3 Description of Changes

The physics/physical science faculty have agreed to broaden the experiments acceptable to complete this outcome but will continue to use the lab report as the assessment. The faculty are currently constructing a common rubric to use for assessing the lab reports to ensure the data reported is equal.

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

Evaluate the accuracy of physical measurements and the potential sources of error in the measurements.

1.6.2 Learning Activities

Empirical and Quantitative Reasoning (EQ): The student will use data gathered in the lab to perform calculations related to measuring the acceleration of gravity on Earth.

1.6.3 Required General Education Outcome for this SLO (LINK to selection, use the LINK button)

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

1.6.4 Measure of Success

At least 70% of assessed students will demonstrate Exemplary or Acceptable ratings on EQ. The student will use data gathered in the lab to perform calculations related to measuring the acceleration of gravity on Earth. The student will be scored on correct use of equations, labeling of units, and reporting calculations with correct significant figures using the following rubric.

Exemplary: Calculations will be completed accurately, in a proper format with correct significant figures and units, and results will be within 10% of the accepted value.

Acceptable: Calculations will be completed accurately, with some errors in format and significant figures, but results will fall 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

22 students from 1 face-to-face section of PHYS 2425, representing 1 main campuses, were assessed for the fall semester. Percents of assessed students who were successful at reaching the benchmark 70% score, were:

Successful EQR - 73%

Unsuccessful - 9%

Those not available for assessment (probably an indication of the drop out rate) was 18% for face-to-face students in the fall semester.

1.6.5.1 Analysis and Evaluation

73% of the PHYS 2425 students scored at least a 70 % on the lab report, therefore this benchmark was met.

1.6.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.6.5.3 Description of Changes

The physics/physical science faculty have agreed to broaden the experiments acceptable to complete this outcome but will continue to use the lab report as the assessment. The faculty are currently constructing a common rubric to use for assessing the lab reports to ensure the data reported is equal.

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

SLO #14: Conduct basic laboratory experiments involving principles of classical mechanics.

1.7.2 Learning Activities

Students will work in groups performing an experiment to measure the acceleration of gravity. Each group member will perform activities to measure pertinent data, then share the data with the other group members and reach a consensus on the experimental result.

1.7.3 Required General Education Outcome for this SLO (LINK to selection, use the LINK button)

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

1.7.4 Measure of Success

At least 70% of assessed students will demonstrate Exemplary or Acceptable ratings based on the following rubric.

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, and the student will confirm calculation 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.

1.7.5 Data Summary

22 students from 1 face-to-face section of PHYS 2425, representing 1 main campuses, were assessed for the fall semester. Percents of assessed students who were successful at reaching the benchmark 70% score, were:
Successful - 82%

Unsuccessful - 0%

Those not available for assessment (probably an indication of the drop out rate) was 18% for face-to-face students in the fall semester.

1.7.5.1 Analysis and Evaluation

82% of the PHYS 2425 students scored at least a 70 % on the lab report, therefore this benchmark was met.

1.7.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.7.5.3 Description of Changes

The physics/physical science faculty have agreed to broaden the experiments acceptable to complete this outcome but will continue to use the lab report as the assessment. The faculty are currently constructing a common rubric to use for assessing the lab reports to ensure the data reported is equal.

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: PHYS.2426

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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 Measured Outcome

1.4.1 Student Learning Outcomes

SLO #8: Prepare laboratory reports that clearly communicate experimental information in a logical and scientific manner.

1.4.2 Learning Activities

The student will analyze and report data related to Ohm's Law. The student will report the results in a written laboratory report containing an introduction, data, analysis, and a conclusion.

1.4.3 Required General Education Outcome for this SLO (LINK to selection, use the LINK button)

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

The lab report will be scored with approximately 10% for the introduction, 50% for data, 15% for calculations, and 25% for the conclusion.

At least 70% of assessed students will score Exemplary or Acceptable based on the following rubric.

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

15 students from 1 face-to-face section of PHYS 2426, representing 1 main campuses, were assessed for the spring semester. Percents of assessed students who were successful at reaching the benchmark 70% score, were:

Successful - 93%

Unsuccessful - 7%

1.4.5.1 Analysis and Evaluation

93% of the PHYS 2426 students scored at least a 70 % on the lab report, therefore this benchmark was met.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.4.5.3 Description of Changes

The physics/physical science faculty have agreed to broaden the experiments acceptable to complete this outcome but will continue to use the lab report as the assessment. The faculty are currently constructing a common rubric to use for assessing the lab reports to ensure the data reported is equal.

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

SLO #4: Apply Kirchhoff's Rules to analysis of circuits with potential sources, capacitance, inductance, and resistance, including parallel and series capacitance and resistance.

1.5.2 Learning Activities

The student will use principles of electric circuits to build a circuit, collect data, analyze data and verify Ohm's Law.

1.5.3 Required General Education Outcome for this SLO (LINK to selection, use the LINK button)

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

1.5.4 Measure of Success

At least 70% of assessed student will demonstrate Exemplary or Acceptable ratings based on the following rubric.

Exemplary: Student obtains useful data, completes data analysis and obtains values for the resistance within 10% of the accepted value.

Acceptable: Student obtains useful data, completes data analysis, but obtains values for resistance with more than a 10% error.

Unacceptable: Student obtains faulty data or fails to complete data analysis in determining the resistance.

1.5.5 Data Summary

15 students from 1 face-to-face section of PHYS 2426, representing 1 main campuses, were assessed for the spring semester. Percents of assessed students who were successful at reaching the benchmark 70% score, were:

Successful - 87%

Unsuccessful - 13%

1.5.5.1 Analysis and Evaluation

87% of the PHYS 2426 students scored at least a 70 % on the data analysis, therefore this benchmark was met.

1.5.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.5.5.3 Description of Changes

The physics/physical science faculty have agreed to broaden the experiments acceptable to complete this outcome but will continue to use the lab report as the assessment. The faculty are currently constructing a common rubric to use for assessing the lab reports to ensure the data reported is equal.

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**

Conduct basic laboratory experiments involving electricity and magnetism.

1.6.2 Learning Activities

For Empirical & Quantitative Reasoning (EQ): Students will use data gathered in the lab to perform calculations using Ohms' Law.

For Teamwork (TW): 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, use the LINK button)

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

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 based on the following. 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 correct significant figures and units, and results will fall within 10% of the accepted value.

Acceptable on EQ: Calculations will be completed accurately, with some errors in format and significant figures but results are 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: 70% will demonstrate Exemplary or Acceptable ratings on TW based on the following.

Students will work in groups performing an experiment to build an electric circuit to measure current, voltage and resistance. 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. Each student will be rated based on the following rubric.

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 he/she concurs 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 he/she concurs 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

15 students from 1 face-to-face section of PHYS 2426, representing 1 main campuses, were assessed for the spring semester. Percents of assessed students who were successful at reaching the benchmark 70% score, by Core Objective were:

EQR - 67%

TW - 100%

1.6.5.1 Analysis and Evaluation

The empirical and quantitative reasoning benchmark was not met in the spring 2018 semester, but the teamwork core objective benchmark was met for the PHYS 2426 courses in the spring 2017 semester.

1.6.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.6.5.3 Description of Changes

The physics/physical science faculty have agreed to broaden the experiments acceptable to complete this outcome but will continue to use the lab report as the assessment. The faculty are currently constructing a common rubric to use for assessing the lab reports to ensure the data reported is equal.

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: PSYC.2301

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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, use the LINK button)

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

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

This contains the results and analysis of the LEAPS as submitted and changes which might be expected for the following year.

1.4.5.1 Analysis and Evaluation

Students enrolled in PSYH 2301 were successful in their learning and application of communication, critical thinking, empirical/quantitative, and social responsibility.

Communication 81% of students met or exceeded 24 on the rubric

Critical Thinking 67% of students met or exceeded 24 on the rubric

Empirical/Quantitative 70% of students met or exceeded 7 on the rubric

Social Responsibility 69% of students met or exceeded 8 on the 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

Instructors for this class will review the results, the rubric, the textbook, and the administration of the assessments and make necessary changes.

1.4.5.4 Distance Learning: Analysis and Evaluation

Students enrolled in PSCH 2301 online were somewhat successful in their learning and application of communication, critical thinking, empirical/quantitative and social responsibility.

Communication 78% of students met or exceeded 24 on the rubric

Critical thinking 56% of students met or exceeded 24 on the rubric

Empirical/quantitative 67% of students met or exceeded 7 on the rubric

Social responsibility 86% of students met or exceeded 8 on the rubric

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

Instructors for this class will review the results, the rubric, the LEAP assessment and the administration of the assessment and make appropriate changes.

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, use the LINK button)

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 |

1.5.4 Measure of Success

65% of the students will demonstrate a superior or excellent rating on CT, CM, SR rubric.

1.5.5 Data Summary

This is the results and analysis of the LEAPs as submitted and changes to consider.

1.5.5.1 Analysis and Evaluation

Students enrolled in PSY 2301 face to face were successful in their learning and application of communications, critical thinking, empirical/quantitative and social responsibility.

Communication 81% of students scored at least 3 out of 5 points on the communication rubric

Critical Thinking 67% of students scored at least 3 out of 5 points on the critical thinking rubric

Empirical/quantitative 70% of students scored at least 3 out of 5 points on the empirical/quantitative rubric

Social Responsibility 69% of students scored at least 8 out of 10 points on the social responsibility rubric

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

Review the results this is new rubric and consider revisions or changes as determined by the division.

1.5.5.4 Distance Learning: Analysis and Evaluation

Students enrolled in PSY 2301 online were successful in their learning and application of communication, critical thinking, empirical/quantitative and social responsibility.

Communication 78% of students scored at least 3 out of the possible 5 points on the communication rubric

Critical Thinking 56% of students scored at least 3 out of the possible 5 points on the critical thinking rubric

Empirical/quantitative 67% of students scored at least 3 out of the possible 5 points on the empirical/quantitative rubric

Social responsibility 86% of students scored at least 8 out of the possible 10 points on the social responsibility rubric

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

Review the results with the new rubric and make revisions as determined by the department.

Program Name: PSYC.2314

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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, use the LINK button)

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 |
| 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

Students enrolled in PSY 2314 were successful in their learning and application of communication, critical thinking, empirical/quantitative and social responsibility.

Communication 71% of students scored at least 24 out of 30 points on the communication rubric

Critical thinking 90% of students scored at least 24 out of 30 points on the critical thinking rubric

Empirical/quantitative 87% of students scored at least 7 out of 10 points on the empirical/quantitative rubric

Social responsibility 83% of students scored at least 8 out of 10 points on the social responsibility rubric.

1.4.5.1 Analysis and Evaluation

Review the results with the new rubric and make revisions as determined by the department.

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

Review the results and the rubric and make revisions if needed.

1.4.5.4 Distance Learning: Analysis and Evaluation

Students enrolled in PSY 2314 online were successful in their learning and application of communication, critical thinking, empirical/quantitative, and social responsibility.

Communication 90% of students scored at least 24 out of 30 on the communication rubric

Critical thinking 94% of students scored at least 24 out of 30 on the critical thinking rubric

Empirical/quantitative 92% of students scored at least 7 out of 10 on the empirical/quantitative rubric

Social responsibility 95% of students scored at least 8 out of 10 on the social responsibility rubric

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

Review the results and consider changes to the new rubric as determined by the department.

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, use the LINK button)

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

Overall in both face to face and online classes, students were successful, meeting the benchmark as indicated by the agreed upon rubric of the department.

1.5.5.1 Analysis and Evaluation

The department will review the results and rubric and determine if revisions are necessary.

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

The results and the rubric seem to be acceptable. The department will review the same and determine if the rubric should be modified.

1.5.5.4 Distance Learning: Analysis and Evaluation

The department will review the results and the rubric and consider whether changes should be made.

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 results meet more than the minimum listed in the rubric. The department will review the results and the rubric and consider whether revisions should be made.

Program Name: SOCI.1301

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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, use the LINK button)

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

65% of students will demonstrate an exemplary or acceptable rating on a rubric for CT, CM, and EQ

1.4.5 Data Summary

The results of the LEAPs submitted will be considered.

1.4.5.1 Analysis and Evaluation

Students enrolled in SOC 1301 face to face were successful in their learning and application of communication, critical thinking, empirical/quantitative. and social responsibility.

Communication 84% of students scored at least 24 out of 30 on the communication rubric

Critical Thinking 75% of students scored at least 24 out of 30 on the critical thinking rubric

Empirical/quantitative 81% of students scored at least 24 out of 30 on the empirical quantitative rubric

Social responsibility 75% of students scored at least 7 out of 10 on the social responsibility 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

The department will review the results and the rubric and consider revisions.

1.4.5.4 Distance Learning: Analysis and Evaluation

Students enrolled in SOC 1301 on line were successful in their learning and application of communication, critical thinking, empirical/quantitative. and social responsibility.

Communication 79% of students scored at least 24 out of 30 on the communication rubric

Critical Thinking 79% of students scored at least 24 out of 30 on the critical thinking rubric

Empirical/quantitative 79% of students scored at least 24 out of 30 on the empirical quantitative rubric

Social responsibility 79% of students scored at least 7 out of 10 on the social responsibility rubric

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

The department will consider the results on the online and face to face classes and the rubrics 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, use the LINK button)

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 |
| 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

Face to face students were more successful than online students based upon the rubrics used. The department will review the results and consider revisions.

1.5.5.1 Analysis and Evaluation

Difference in face to face and online results will be considered and reviewed along with the rubric used.

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

The department will consider the results of the LEAPs and compare with the rubric and consider revisions to the rubric.

1.5.5.4 Distance Learning: Analysis and Evaluation

The department will review the results and compare with the face to face results and consider whether revisions are necessary.

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

Review the results on the online students and the face to face students and consider whether revisions should be made in the rubric and analysis.

Program Name: SOCI.1306

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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, use the LINK button)

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 |
| 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

The results of the LEAPs will be considered in possible changes for the upcoming year.

1.4.5.1 Analysis and Evaluation

Students enrolled in SOC 1306 face to face were successful in their learning and application of communication, critical thinking, empirical/quantitative. and social responsibility.

Communication 76% of students scored at least 24 out of 30 on the communication rubric

Critical Thinking 76% of students scored at least 24 out of 30 on the critical thinking rubric

Empirical/quantitative 74% of students scored at least 24 out of 30 on the empirical quantitative rubric

Social responsibility 91% of students scored at least 7 out of 10 on the social responsibility 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

The department will review the results and the rubric to determine if revisions are necessary.

1.4.5.4 Distance Learning: Analysis and Evaluation

Students enrolled in SOC 1306 online were somewhat successful in their learning and application of communication, critical thinking, empirical/quantitative. and social responsibility.

Communication 47% of students scored at least 24 out of 30 on the communication rubric

Critical Thinking 44% of students scored at least 24 out of 30 on the critical thinking rubric

Empirical/quantitative 44% of students scored at least 24 out of 30 on the empirical quantitative rubric

Social responsibility 47% of students scored at least 7 out of 10 on the social responsibility rubric

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

The department will review the results and the rubric and determine if changes should be made. Also the department will consider means to having more students complete the LEAP assessment.

Program Name: SOCI.2301

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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, use the LINK button)

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 |

1.4.4 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

The LEAP results will be submitted and examined to determine how successful the students were.

1.4.5.1 Analysis and Evaluation

Students enrolled in SOC 2301 face to face were successful in their learning and application of communication, critical thinking, empirical/quantitative. and social responsibility.

Communication 84% of students scored at least 24 out of 30 on the communication rubric

Critical Thinking 75% of students scored at least 24 out of 30 on the critical thinking rubric

Empirical/quantitative 81% of students scored at least 24 out of 30 on the empirical quantitative rubric

Social responsibility 81% of students scored at least 7 out of 10 on the social responsibility 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

The department will review the results and the rubric and consider whether revisions are needed.

1.4.5.4 Distance Learning: Analysis and Evaluation

Students enrolled in SOC 2301 on line were successful in their learning and application of communication, critical thinking, empirical/quantitative. and social responsibility.

Communication 79% of students scored at least 24 out of 30 on the communication rubric

Critical Thinking 79% of students scored at least 24 out of 30 on the critical thinking rubric

Empirical/quantitative 79% of students scored at least 24 out of 30 on the empirical quantitative rubric

Social responsibility 79% of students scored at least 7 out of 10 on the social responsibility rubric

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

The department will consider the LEAP results and rubric and determine if revisions are necessary.

Program Name: SPAN.1411

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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, use the LINK button)

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

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 65%.

1.4.5.1 Analysis and Evaluation Analysis

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 Youtube with an audience present.

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 Changes

We will use Youtube for future presentations.

1.4.5.4 Distance Learning: Analysis and Evaluation Analysis

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 Youtube with an audience present. This could be accomplished through Canvas.

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 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 Youtube with an audience present.

Program Name: SPAN.1412

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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, use the LINK button)

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

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 76% mastery.

1.4.5.1 Analysis and Evaluation Analysis

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 Youtube with all students present.

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 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 Youtube 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 Analysis

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 Youtube with all students present via the LMS conference feature.

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 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 Youtube 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: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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, use the LINK button)

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

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 72% mastery score.

1.4.5.1 Analysis and Evaluation Analysis

The students were largely composed of students with a major in Spanish. In light of this, we may rotate to a lengthier oral presentation next year.

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 Changes

We shall rotate to a longer version of this activity next cycle.

1.4.5.4 Distance Learning: Analysis and Evaluation Analysis

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

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

1.4.5.6 Distance Learning: Description of Changes Changes

We shall rotate to a longer version of this activity next cycle.

Program Name: SPAN.2312

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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, use the LINK button)

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

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 1 point (71%)

1.4.5.1 Analysis and Evaluation Analysis

Native speakers and Spanish majors are a factor in such success.

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 Changes

We will discuss moving the benchmark up for the future cycle.

1.4.5.4 Distance Learning: Analysis and Evaluation Analysis

Redefine benchmark level (increase, if benchmark is met)

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 Changes

We will discuss moving the benchmark up for the future cycle.

Program Name: SPCH.1315

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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 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 construct a speech outline with an organizational pattern and components that are appropriate for the intended audience.

1.4.3 Required General Education Outcome for this SLO (LINK to selection, use the LINK button)

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

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

CT - $180/192 = 94\%$

Students who scored at least 70% of the available points for this component

COMM - $182/192 = 94\%$

Students who scored at least 70% of the available points for this component

1.4.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.4.5.3 Description of Changes

-Instructor will emphasize critical thinking skills to improve the critical thinking scores using the speech rubric and outline rubric in future courses.

1.4.5.4 Distance Learning: Analysis and Evaluation

CT - $218/261 = 84\%$

Students who scored at least 70% of the available points for this component

COMM - $226/262 = 86\%$

Students who scored at least 70% of the available points for this component

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

-Uploading videos of speeches to Canvas was cumbersome and took too long. Instructor will ask students to load videos to Youtube and paste the link to Canvas.

-Instructor did not have a group activity and will create one for next semester.

-Instructor will emphasize critical thinking measures in order to improve critical thinking scores using the speech rubric and outline rubric in future courses.

-Instructor will record lectures for classes to better explain lessons.

-Instructor will add more tasks near later half of semester to keep student engagement.

-Add some technology lessons to alleviate fear of technology.

1.5 Measured Outcome

1.5.1 Student Learning Outcomes

Students will experience continuous improvement in their speech construction and delivery.

1.5.2 Learning Activities

Students will review each of their speeches by watching their speech videos. They will submit a comprehensive self-evaluation including a concrete plan of improvement.

1.5.3 Required General Education Outcome for this SLO (LINK to selection, use the LINK

button)

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

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

PR - $176/192 = 92\%$

Students who scored at least 70% of the available points in 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

Instructors may consider increasing benchmark.

1.5.5.4 Distance Learning: Analysis and Evaluation

PR - $228/280 = 81\%$

Students must score at least a 70% of available points in this component

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

Students who are not submitting self-evaluations may consider going to SCS to view their own speech videos for self-evaluation.

1.6 Measured Outcome

1.6.1 Student Learning Outcomes

Develop proficiency in working with groups or in dyads in a variety of situations.

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.

-"Seek and Destroy Exercise"-Students present their persuasive propositions and preliminary outlines to a partner for critique. After they have critiqued each other's propositions, they switch partners and the

process begins again. The goal is to find as many flaws as possible in the students' arguments so that they can do research to make their speeches stronger.

1.6.3 Required General Education Outcome for this SLO (LINK to selection, use the LINK button)

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

1.6.4 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

TW - $179/182 = 98\%$

Students who scored at least 80% of the available points for this component.

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

Institute a rubric to measure the exercise.

1.6.5.4 Distance Learning: Analysis and Evaluation

TW - $114/121 = 94\%$

Students who scored at least 80% of the available points in this component

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

Instructor would monitor the discussion board more frequently to ensure appropriate dialogue.

Program Name: SPCH.1321

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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

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

Instructors may choose one or more of these activities.

- 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 persuasive oral presentation based on their research of their desired career field or other area of interest, 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, use the LINK button)

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 |

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

CT: 49/50= 98% Number of students who scored at least 70% of the available points for this component

COMM: 49/50 =98% Number of students who scored at least 70% of the available points for this component

PR: 28/44=64% Number of students who scored at least 70% of the available points for this component

1.4.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.4.5.3 Description of Changes

-Next year, I will find a better way to assess personal responsibility. I used how well they worked on a team this year. I would like to develop another group project for this class. So far, the students have been doing a great job with the Public Service Announcements.

-Additional emphasis on the importance of self-evaluation to support and contribute to personal and professional growth is needed. Also, an additional evaluation of an interview project opportunities are needed to help students self-measure their progress.

1.4.5.4 Distance Learning: Analysis and Evaluation

CT: 17/19=89% Number of students who scored at least 70% of the available points for this component

COMM: 17/19=89% Number of students who scored at least 70% of the available points for this component

PR: 13/19=68% Number of students who scored at least 70% of the available points for this component

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

-Additional emphasis on the importance of self-evaluation to support and contribute to personal and professional growth is needed. Also, an additional evaluation of an interview project opportunities are needed to help students self-measure their progress.

-Next year, I will find a better way to assess personal responsibility. I used how well they worked on a

team this year. I would like to develop another group project for this class. So far, the students have been doing a great job with the Public Service Announcements.

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. An example of group activity may include a live or recorded PSA. Such an activity would incorporate CT, COMM, TW as well as PR.

1.5.3 Required General Education Outcome for this SLO (LINK to selection, use the LINK button)

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

70% of students will score 80% of the available points for Teamwork.

1.5.5 Data Summary

1.5.5.1 Analysis and Evaluation

TW: $32/42=76\%$ Number of students who scored at least 80% of the available points for this component

1.5.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.5.5.3 Description of Changes

- Some team-building activities should be developed earlier in the semester to increase cohesion for when the teams are working on a group project.
 -I will require the students to do a least two check-ins before they complete their group project

1.5.5.4 Distance Learning: Analysis and Evaluation

TW: 13/19=68% Number of students who scored at least 80% of the available points for this component

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 require the students to do a least two check-ins before they complete their group project. In my online class, several students had a hard time working in groups. Most of the students in the class work full-time, so it was hard for them to coordinate their schedules. I will break down the project in increments, so they will not be overwhelmed or rush to finish the project.

End of report

Workforce Education

Program Name: ACCT.2401

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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, use the LINK button)

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

1.4.4 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 three per cent (93%) of the students accessed for this objective had success in achieving the objective. This is 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

For the Seven percent (7%) 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

In the Distance learning class for Accounting 2401, seventy seven per cent (77%) of the students accessed for this objective had success in achieving 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

students met the objective and no changes are anticipated.

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, use the LINK button)

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 |
| Career Entry Skills | Career Entry Skills (CE): 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

One hundred per cent (100%) 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 any of the students that need to help bring them up to an acceptable level of accomplishment

1.5.5.4 Distance Learning: Analysis and Evaluation

Sixty one 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

Use of individual tutors and use of the Cardinal Success Center for tutoring for the students that scored below the 70% level will help bring them up to an acceptable level of accomplishment. Additional problems need to be assigned in the textbook to give more reinforcement.

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, use the LINK button)

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 |

1.6.4 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

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

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

Eighty two per cent (82%) 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 accounting videos and listen to the accounting audio tapes that discuss and prepare the student to complete different methods of inventory

Program Name: ACCT.2402

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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, use the LINK button)

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 two seven per cent of the students assessed achieved success on the objective measured. This is 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

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

Ninety two percent of the students that were evaluated achieved success on the stated objective. This is a distance ed 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

Eight 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, use the LINK button)

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

One hundred per cent of the students accessed achieved success on the objective evaluated. This is a face to face class.

1.5.5.1 Analysis and Evaluation

No changes were indicated that needed to be made. 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

Eighty four per cent of the students accessed achieved success on the objective evaluated. This is an on line class.

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

Only sixteen per cent of the student did not achieve the 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.

Program Name: ACNT.1303

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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, use the LINK button)

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

1.4.4 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 six per cent (86%) of the students evaluated in the Accounting 1303 class scored 70% or higher on the administered assessment of the objective (leap)

This is a face to face course.

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

Eighty per cent (80%) of the students evaluated in the Accounting 1303 class scored 70% or higher on the administered assessment of the objective (leap).

This is an on-line 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

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 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, use the LINK button)

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 |

1.5.4 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 seven per cent (87%) of the students evaluated in the Accounting 1303 class scored 70% or higher on the administered assessment of the objective (leap).

This is a face to face course.

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

Eighty seven per cent (87%) of the students evaluated in the Accounting 1303 class scored 70% or higher on the administered assessment of the objective (leap).

This is an on-line course

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

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.

1.6 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, use the LINK button)

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

1.6.4 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 four per cent (94%) of the students evaluated in the Accounting 1303 class scored 70% or higher on the administered assessment of the objective (leap)

This was a face to face class.

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 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

Fifty one percent (51%) of the accessed students performed at a higher rate of performance that was required.

This was an on-line course.

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: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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 60% Success Rate - Select Breeding Bull

90% of students successfully selected a sound, fertile bull using visual and EPD data.

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, use the LINK button)

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

1.4.5.1 Analysis and Evaluation

77% of students were able to select a breeding bull and demonstrate 75% or above mastery in analyzing criteria for bull selection.

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 struggling to successfully master the task will be paired with another student or group of students for peer tutoring.

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: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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 Determining Pregnancy or Lack thereof in Cattle

60% of students will palpate a cow and successfully determine if she is bred or open.

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, use the LINK button)

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

1.4.5.1 Analysis and Evaluation

77% of evaluated students were able to palpate a cow to determine if bred or open and demonstrated 75% or above mastery out of 10 head of cattle.

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 struggling to master will be paired with another student or group for peer tutoring.

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: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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 Cattle Body Condition Scoring

60% of students will successfully analyze criteria for acceptable vs. nonacceptable body condition scores in cattle.

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, use the LINK button)

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

1.4.5.1 Analysis and Evaluation

77% of students showed a mastery percentage of 75 or above when evaluated on body condition scoring of cattle. These were able to analyze the criteria for acceptable and non-acceptable condition scores.

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 who struggle to master body condition scoring will be paired with another student or group of students for peer tutoring.

1.4.5.4 Distance Learning: Analysis and Evaluation n/a

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: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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

1.4 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, use the LINK button)

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

1.4.4 Measure of Success

60% of enrolled students will (suggested learning activity) and demonstrate at least 80% 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 80% 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: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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, use the LINK button)

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 70% 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

Redefine benchmark level (increase, if benchmark is met)

1.4.5.3 Description of Changes

I developed 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. The grading sheet works well.

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: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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

1.4 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, use the LINK button)

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

1.4.4 Measure of Success

65% 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

65% 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 68% 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: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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

1.4 Measured Outcome Student Learning Outcome

70% of the evaluated students will be able to ID thread size by comparing the obtained information with the specification reference material, using a thread gauge and visual inspection.

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, use the LINK button)

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 identification of the bolts and thread size of 80% of bolts and nuts assigned.

1.4.5 Data Summary

70% of the student were able to achieve success with this activity

1.4.5.1 Analysis and Evaluation

70% of Students measured assigned bolt thread size with a ruler, thread gauge, and specification in reference material

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

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

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: AUMT.1416

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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

1.4 Measured Outcome Student Learning Outcome

80% of the enrolled Students be able to to connect the alignment machine to the automobile and Align the front and rear suspension, using the Specifications acquired from the computer.

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, use the LINK button)

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

1.4.5.1 Analysis and Evaluation

80% of the students connected the automobile to the alignment machine

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

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

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: AUMT.1419

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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 Student Learning Outcome

80% of the Students were able to check ring to piston groove side clearance to determine if it is within specifications, using the assigned tools.

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, use the LINK button)

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

1.4.5.1 Analysis and Evaluation

80% of student completed the side clearance check and determined the side clearance to be in specification.

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

At the present we will keep the activity, but will possibly change the benchmark in the future

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: BCIS.1305

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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, use the LINK button)

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

1.4.4 Measure of Success

75% of students evaluated will score a 70% on the project.

1.4.5 Data Summary

Seventy three percent (73%) of students assessed achieved seventy percent (70%) accuracy or greater when assessed on the learning outcomes in all classes. There were a total of 632 respondents with 464 achievers.

Seventy five percent (75%) of students assessed achieved seventy percent (70%) accuracy or greater when assessed on the learning outcomes in face to face classes. There were 317 respondents with 238 achievers.

Seventy two percent (72%) of students assessed achieved seventy percent (70%) accuracy or greater when assessed on the learning outcomes in distance classes. There were 315 respondents with 226 achievers.

1.4.5.1 Analysis and Evaluation

Seventy three percent (73%) of students assessed achieved seventy percent (70%) accuracy or greater when assessed on the learning outcomes in all classes. There were a total of 632 respondents with 464 achievers.

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

Distance students score slightly lower than face to face students. This may be due to a change in learning management systems as the course materials did not change. This LEAP will be retained and additional material will be provided to distance students so the learning success rate will be similar

1.4.5.5 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

Staff experience using the new LMS will result in improved methodologies for ensuring assignments are completed with the highest possible grade. In addition, students who seem to be under-performing will be counseled on techniques to improve their grades.

Program Name: BMGT.1327

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

Communication and Entry-level skills

The student will use their communication skills to interview a manager and ask eight specific questions about their managerial position. This interview activity will give the student valuable information for entry-level supervision skills that will be needed as they obtain employment after graduation.

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, use the LINK button)

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 |
| Career Entry Skills | Career Entry Skills (CE): 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

Fall 2017: In the Principles of Management class, both face to face and online the students had to interview a manager with 2 - 5 years of experience and learn about their job, qualifications and challenges they face on a daily basis. The student will prepare the assignment after the interview and include the detailed responses by using complete sentences. The benchmark is that 80% of the evaluated students will demonstrate an ability of 75% mastery of the objective.

1.4.5.1 Analysis and Evaluation

In the face to face class, ten students completed the manager interview and 100% of the students scored 75% or better.

AT TDCJ: Spring 2018 23 students or 100% of the students scored 75% or better on this assessment. The manager interview checklist/rubric is attached.

[PM Manager Interview checklist](#) [DOCX 34 KB DEC 11, 2017]

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

Fall 2017: 80% of the evaluated students will demonstrate an ability of 80% mastery of the objective. I will increase 75% to 80% for the Spring 2018 semester.

1.4.5.4 Distance Learning: Analysis and Evaluation

Fall 2017: In the Distance Learning class, 18 students out of 21 completed the SLO, meaning 86% of the students evaluated demonstrated an ability of 75% mastery of the objective.

Spring 2018: In the online class, 29 students out of 32 completed the SLO, meaning 91% of the students evaluated demonstrated an ability of 75% mastery of the objective.

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

80% of the evaluated students will demonstrate an ability of 80% mastery of the objective. I will increase 75% to 80% for the Spring 2018 semester.

Program Name: BMGT.1341

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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 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, use the LINK button)

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

70% of the evaluated students will demonstrate an ability of 70% mastery of the objective.

1.4.5 Data Summary

In Business Ethics Fall 2017, TDCJ, 17 students completed the case study, which covers ethical dilemmas, stakeholders, and appropriate actions to take depending on certain theories. All 17 students met the objective by making a score of 70% or above. The overall class objective was met because 100% of the class members that completed the case study met the learning outcome.

1.4.5.1 Analysis and Evaluation

See attached grading rubric.

[BMGT 1341 Leap Data Info](#) [DOCX 16 KB DEC 11, 2017]

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

Increase mastery of the objective from 70% to 72% in Fall of 2018.

1.4.5.4 Distance Learning: Analysis and Evaluation

In Business Ethics Fall 2017 online, 11 students completed the case study, which covers ethical dilemmas, stakeholders, and appropriate actions to take depending on certain theories. All 11 students met the objective by making a score of 70% or above. The overall class objective was met because 100% of the class members that completed the case study met the learning outcome.

Results from Business Ethics in Spring 2018 online (total of 29 students):

A: 21

B: 2

C: 1

D: 0

F: 5

24 students out of 29 mastered the objectives (82.8%).

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

Increase mastery of the objective from 70% to 72% in Fall of 2018

Program Name: BUSG.1301

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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, use the LINK button)

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 classes for Fall 2017, 115 students completed the team project which consisted of explaining the form of business ownership and created an outline of a business plan for the selected business. 115/122 or 94% met the Student Learning Outcome by scoring 70% or better.

In the Introduction to Business classes for Spring 2018, 62 students completed the team project which consisted of explaining the form of business ownership and created an outline of a business plan for the selected business. 62/62 or 100% met the Student Learning Outcome by scoring 70% or better.

1.4.5.1 Analysis and Evaluation

The grading rubric used for this Student Learning Outcome is attached.

[Business Plan Rubric \(1\) revised 2017](#) [DOC 37 KB DEC 11, 2017]

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 every student to work in a team to complete this SLO and to learn how to effectively work in a team environment.

1.4.5.4 Distance Learning: Analysis and Evaluation

Not applicable This course was not offered online during the Fall 2017 semester or Spring 2018.

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: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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, use the LINK button)

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

Students at TDCJ prepared a business plan for a new start-up business that matches their skills and experience or an existing or expanded business venture. The plan consisted of an executive summary, marketing plan, organizational plan and the financial plan. The benchmark of 75% of the evaluated students will demonstrate an ability of 70% mastery of the objective.

1.4.5.1 Analysis and Evaluation

During Fall 2017 at TDCJ, 50 students met the student learning outcome out of 52 students enrolled, resulting in 96% meeting the benchmark successfully and scoring 70% or above. During Spring 2018 at TDCJ, 29 students or 100% met the student learning outcome, by scoring 70% or above.

[Business Plan Rubric \(1\) revised 2017](#) [DOC 37 KB DEC 13, 2017]

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 teams working together on this business plan project as a business partnership or LLC and to collaborate based on the different experience levels of the students working together in the team.

1.4.5.4 Distance Learning: Analysis and Evaluation

Spring 2018: In the Distance Learning class, 19 students out of 22 completed the SLO, meaning 86% of the students evaluated demonstrated an ability of 70% or better mastery of the objective.

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 can help the students be more successful, if I will require the business plan revisions immediately after HW 2, which is the rough draft of the business plan. I have noticed that if they are not required to immediately research and make the revisions they will not follow through and improve on their original submission of their business plan.

Program Name: Certificate Non-Credit - Adult Education
Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

N/A

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, use the LINK button)

N/A

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 (EFL) 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

The analysis and evaluation of the educational functioning levels (EFL) to be determined at the end of the program year (July 1, 2017 through June 30, 2018) based on the number of students / % of student gains for the following:

1. ABE Beginning Literacy
2. ABE Beginning Basic Education
3. ABE Intermediate Low
4. ABE Intermediate High
5. ESL Beginning Literacy
6. ESL Beginning Low
7. ESL Beginning High
8. ESL Intermediate Low
9. ESL Intermediate High
10. Advanced ESL
11. ASE Low
12. ASE High

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

AEL Policy Letters

1.4.5.4 Distance Learning: Analysis and Evaluation

Not applicable NA

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 NA

Program Name: COSC.1336

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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, use the LINK button)

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(attempted) 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

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

1.4.5.3 Description of Changes

Since 100% of the students that attempted the program 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 all classes.

LEAP was accomplished.

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

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: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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, use the LINK button)

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

91% 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

Redefine benchmark level (increase, if benchmark is met)

1.4.5.3 Description of Changes Benchmark

65% students will score 75 or higher

1.4.5.4 Distance Learning: Analysis and Evaluation

88% 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

Redefine benchmark level (increase, if benchmark is met)

1.4.5.6 Distance Learning: Description of Changes Benchmark change

65% students will score 75 or higher

Program Name: CRIJ.1310

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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, use the LINK button)

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

82% 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

Redefine benchmark level (increase, if benchmark is met)

1.4.5.3 Description of Changes Benchmark increase

65% students will score 75 or higher

1.4.5.4 Distance Learning: Analysis and Evaluation

84% 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

Redefine benchmark level (increase, if benchmark is met)

1.4.5.6 Distance Learning: Description of Changes Benchmark increase

65% students will score 75 or higher

Program Name: CRIJ.2328

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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, use the LINK button)

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

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

100% 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

Redefine benchmark level (increase, if benchmark is met)

1.4.5.3 Description of Changes

no changes required

1.4.5.4 Distance Learning: Analysis and Evaluation

82% 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

Redefine benchmark level (increase, if benchmark is met)

1.4.5.6 Distance Learning: Description of Changes benchmark increase

65% OF STUDENTS WILL SCORE 75 OR BETTER

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, use the LINK button)

General Outcomes Links

General General

| Education (Use for LEAPs) | 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 |

1.5.4 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

86% of students completed the course with a 75 or higher.

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 increase

65% OF STUDENTS WILL SCORE 75 OR BETTER

1.5.5.4 Distance Learning: Analysis and Evaluation

82% 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

Redefine benchmark level (increase, if benchmark is met)

1.5.5.6 Distance Learning: Description of Changes benchmark increase

65% OF STUDENTS WILL SCORE 75 OR BETTER

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, use the LINK button)

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

100% 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

Redefine benchmark level (increase, if benchmark is met)

1.6.5.3 Description of Changes benchmark increase

65% OF STUDENTS WILL SCORE 75 OR BETTER

1.6.5.4 Distance Learning: Analysis and Evaluation

82% 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

Redefine benchmark level (increase, if benchmark is met)

1.6.5.6 Distance Learning: Description of Changes benchmark increase

65% OF STUDENTS WILL SCORE 75 OR BETTER

Program Name: CSME.1430

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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, use the LINK button)

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

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 procedure 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 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

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

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, use the LINK button)

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

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

70% of students completing the Manicure program achieved the learning outcome by completing the textbook theory with 80% accurately demonstrating workforce skills and evaluating creative thinking skills.

1.5.5.1 Analysis and Evaluation

Students participated in group discussions with increased lecture retention and 70% understanding hands-on manipulation and sanitation application processes.

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

Introduce more video streaming in conjunction with textbook and workbook instruction.

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: CSME.1431

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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, use the LINK button)

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

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

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

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

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, use the LINK button)

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

1.5.4 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

Students completing the Manicure program utilized computer based technology in accessing information, participated in the use of online practice examinations with mastering of problem solving.

1.5.5.1 Analysis and Evaluation

70% of Students completed the Manicure program and participate in the use of online practice examination with 80% mastering of problem solving, communication and computer based technology..

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

Will be introducing more media and power point presentations for instruction.

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

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, use the LINK button)

General Outcomes Links

| | |
|----------------|-------------------|
| General | General Education |
|----------------|-------------------|

| Education (Use for LEAPs) | 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

Students worked in groups to create columnar skin analysis charts worked effectively with others, supporting a shared goal and demonstrated academic skills, work force knowledge and abilities necessary to attain entry-level employment in target occupation

1.6.5.1 Analysis and Evaluation

70%/80%

70% of students completed the required skin analysis chart as assigned demonstrating 80% mastery of academic skills and abilities used to design the project.

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

Implementing an additional amount of group projects utilizing teamwork and work force skills

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: CSME.1441

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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, use the LINK button)

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 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

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

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, use the LINK button)

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

Evaluated students participated in experimentation mastering communication and academic skills, worked effectively with others demonstrating work force skills necessary to attain entry- level employment.

1.5.5.1 Analysis and Evaluation

70% of evaluated students participated in group experimentation and demonstrate 80% mastery in communicating the appearance and materials of an object or objects in experiment.

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

Implement an additional amount of group projects utilizing teamwork, communication and work force skills.

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

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, use the LINK button)

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

Students completed the Milady text book and workbook chapters adapting and participating in classroom lecture and group discussion. Visual and oral presentations were utilized and effectively developed workforce skills.

1.6.5.1 Analysis and Evaluation

70% of students completed the Manicure program demonstrated academic skills and 80% effectively demonstrated workforce skills and abilities to obtain entry level employment.

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

Implementation of computer programs and textbook revisions will be introduced into classroom discussion.

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: CSME.1453

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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 measure outcome

Student will be able to list the factors of the hair analysis for chemical texture services. Students will learn these factors through lecture and application on manikins. The students success will be measured by exam scores and visual analysis from instructors.

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, use the LINK button)

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

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

Students are able to perform a complete hair and scalp analysis, students are able to list the factors of doing a hair and scalp analysis before a chemical service is performed.

After performing a complete hair and scalp analysis, students were able to perform the "mock" chemical service using the correct chemical solution for that hair type.

1.4.5.1 Analysis and Evaluation

90% of students that completed the chemical portion of this class, passed the testing portion of the class- (these students will not be testing at State level for 2 more semesters). A written and a practical exam was administered in the class, 90% of those students passed.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.4.5.3 Description of Changes

include more hands on "timed" chemical mocks, so that students understand the process in which the chemical is applied, and can understand the importance of performing a complete hair and scalp analysis.

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 students will be able to explain the physical and chemical actions that take place during the permanent. They will learn these actions through lecture and application. Test scores and application on manikins are used to measure outcomes.

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, use the LINK button)

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

95-98% of all students will know this technique before they leave cosmetology school.

1.5.5 Data Summary

while doing "mock" chemicals students are asked to describe the changes both chemical and physical taking place in the hair during the chemical process.

Students were then tested on the pH scale and how the changes in the pH affect the hair during the chemical process.

1.5.5.1 Analysis and Evaluation

students were asked to perform "mock" chemical techniques to determine their level of understanding. - 95% of those students were able to perform these "mocks" without any problems.

1.5.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.5.5.3 Description of Changes

continue to perform "mock" chemical techniques until the student is comfortable with the technique.

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 outcome

Student outcomes will be measured by exam scores and application on manikins.

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, use the LINK button)

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

1.6.4 Measure of Success

95-98% of students will pass this portion of the exam.

1.6.5 Data Summary

Students learned a variety of different wrapping patterns. The most commonly used pattern is the basic perm wrap.

Students demonstrate the basic perm wrap on manikins while performing "mock" perm waving techniques. 95% of the students performing were able to successfully wrap a basic perm wave within a 45 minute time frame, and complete a "mock" perm service.

1.6.5.1 Analysis and Evaluation

95% of the students performed and demonstrated the correct way to do a basic wrap for a perm wave. 80- 85% of the students when presented with pictures of hair styles with perm waves were able to identify the different types of wrapping patterns that were used to create that style.

1.6.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.6.5.3 Description of Changes

include more hands on demonstrating the wrapping patterns and performing "mock" perm waves.

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: CSME.2443

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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

100% completed textbook theory and 100% demonstrated work force skills.

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, use the LINK button)

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 percent of students completed the required textbook theory with grades ranging from 94 to 100 percent. 100 percent demonstrated workforce skills such as building a client base.

1.4.5.1 Analysis and Evaluation

One the biggest challenges for the students is gaining confident in their skills and presenting that confidence to their clients. More floor time interacting with clients and practicing skills will be beneficial.

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

100% of students learned how to build a client base.

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, use the LINK button)

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

95% of students will complete the skills for employment

1.5.5 Data Summary

100 percent of students successfully learned how to build a client base.

1.5.5.1 Analysis and Evaluation

100 percent of students learned to develop a client base.

1.5.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.5.5.3 Description of Changes

Focus on client interaction and the importance of retaining clients.

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: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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

Student will be able to discuss the essentials of becoming test-wise in order to prepare for the state written and practical examination

1.4.1 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, use the LINK button)

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

95% of the students will complete this portion and pass the TDLR test successfully.

1.4.5 Data Summary

100 percent of students have taken the online practice exams. Students will take the final written exam upon completion of the program.

1.4.5.1 Analysis and Evaluation

Continue utilizing the online practice exams.

1.4.5.2 Changes as a Result of Analysis and Evaluation

1.4.5.3 Description of Changes

Online practice exams (from TDLR and Milady) are very effective tools. We will continue using them.

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

90% of the students will complete textbook and theory and will demonstrate workforce skills needed for entry level employment

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, use the LINK button)

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

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 percent of students completed theory with scores ranging from 91 to 100.

1.5.5.1 Analysis and Evaluation

Based on test scores and quizzes students are prepared for the written exams they will take upon program completion.

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: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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

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, use the LINK button)

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

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

56% of the class attempted the project. Of these students, 100% achieved 85% mastery or higher on this project.

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

While this outcomes was actually met in that over 60% of evaluated students performed above the 75% threshold, not all student I that class were evaluated. I plan to incorporate a contest approach to this particular project with some scholarship money available to the highest scoring 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: DFTG.1309

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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, use the LINK button)

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 |

1.4.4 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

78% of enrolled students completed the project. Of these, 100% achieved 85% mastery or higher of the 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 will raise the mastery level from 75% to 80%

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: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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, use the LINK button)

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 Main focus on High School Dual Credit

The industry standards presented in the CAD textbook and online resources detail proper techniques for dimension standards, necessary geometric relations to accurately depict an object or assembly and standards required from industry to produce a functionally manufactured product.

After completion of required instructor led tutorials/demonstrations and student demonstration of working knowledge and ability to interpret part blueprints and exhibit the ability to physically produce the described part using machine tools within prescribed tolerances, 80 percentile of students passed evaluation criteria by demonstrating and communicating accurate interpretation of blueprints, utilization of various mathematical formulas, tool analysis and material selections and properties.

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 Update to textbooks/software

Update curriculum textbooks and software to new releases.

1.4.5.4 Distance Learning: Analysis and Evaluation N/A

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: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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, use the LINK button)

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 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

I somehow failed to realize what the actual SLO was for this class. I undertook a different path that did not include the assignment listed for this SLO. I approached this LEAP with the SLO of "Students will be able to complete a 3D model of an assembly and correctly produce the required working drawings based on accepted industry standards.

71% of enrolled students completed this project. Of these, 80% demonstrated 90% mastery of the outcome.

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 implement a contest approach to engage more students to participate in 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: FIRT.1305

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

1 Course

FIRT 1305 - Public Education Programs

1.1 Division-Department

Career and Technology Division - Fire Science

1.2 Course Type

WECM Course (nonTransfer)

1.3 Required General Education Outcomes for Course (LINK to selection, use the LINK button)

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 demonstrate the design and implementation of a fire and life safety education program by preparing a topic and presenting information to a specific audience.

1.4.2 Learning Activities

1Choose a fire and life safety topic and develop a lesson plan that is appropriate for the audiences demographics.

2Prepare a visual aid or activity for use during the presentation.

3Upload a video recording of the student giving a presentation. Extra credit will be given if the student presents to a live audience. The presentation will be graded using a rubric that evaluates the students knowledge of the topic, use of visual aids, the organization of information, professionalism, and the presentations appropriateness for the audience.

1.4.3 Required General Education Outcome for this SLO (LINK to selection, use the LINK button)

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% of evaluated students will present a topic of their choice and demonstrate 75% mastery of the design and implementation of a fire and life safety education program.

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

Overall, the students did a great job with their presentations. The purpose of this assignment was to familiarize the student with selecting an appropriate topic for their audience and presenting that information effectively. The most common issue students faced was maintaining eye contact with the audience and have a confident appearance. This will come as they gain experience and knowledge in the fire service. This assignment was an opportunity for the students to gain more experience giving public presentations.

Highest Grade: 98

Lowest Grade: 81

Median: 92

Average: 91

5 students received a score of A

3 students received a score of B

0 students received a score of C

0 students received a score of D

0 students received a score of F

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

Instructor will provide more opportunities for presentations to help students become more confident in the final presentation. This will come in the form of milestones throughout the course which will build up to the final presentation.

Program Name: FIRT.1315

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

1 Course

FIRT 1315 - Hazardous Materials 1

1.1 Division-Department

Career and Technology Division - Fire Science

1.2 Course Type

WECM Course (nonTransfer)

1.3 Required General Education Outcomes for Course (LINK to selection, use the LINK button)

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 demonstrate their ability to identify hazardous materials and determine the appropriate level of response by evaluating information given during a scenario.

1.4.2 Learning Activities

1The student will be given a scenario involving hazardous materials.
 2The student will identify the hazardous material involved in the scenario.
 3Provided an Emergency Response Guidebook (ERG), the student will identify the correct guide number, describe the threats associated with the hazardous material, and develop an incident action plan.

1.4.3 Required General Education Outcome for this SLO (LINK to selection, use the LINK button)

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% of evaluated students will correctly identify the hazardous material, select the appropriate guide

number, and develop an incident action plan consistent with their level of training.

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

6 students received a score of 100 on the assignment

1 students received a score of 90 on the assignment

4 students received a score of 80 on the assignment

0 students received a score of 70 on the assignment

1 student received a failing score on the assignment*

Highest grade: 100

Lowest grade: 80

Common mistakes included determining evacuation distances and the application of water to the hazardous material. Review will be conducted with students to clarify these topics.

*1 student stopped coming to class mid-semester and never submitted the assignment.

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

Students will be encouraged to download the ERG app to their phone and use it in scenarios given periodically throughout the course. This will help the student gain familiarity with the ERG, recognize their ability to access and utilize the ERG, and provide accurate responses based on variables provided in the scenarios.

Program Name: FIRT.1327

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

1 Course

FIRT 1327 - Building Construction

1.1 Division-Department

Career and Technology Division - Fire Science

1.2 Course Type

WECM Course (nonTransfer)

1.3 Required General Education Outcomes for Course (LINK to selection, use the LINK button)

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

Based on information provided in a scenario, students will demonstrate their ability to identify various types of building construction and determine any threats that are commonly associated with that construction type under fire conditions.

1.4.2 Learning Activities

1The student will be given a scenario that describes building construction features and fire conditions.
2The student will identify the construction type involved in the scenario.
3The student will describe common hazards associated with the identified construction type when under fire conditions.

1.4.3 Required General Education Outcome for this SLO (LINK to selection, use the LINK button)

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% of evaluated students will identify the building construction type and demonstrate 75% mastery of

hazards commonly associated with the identify construction type.

1.4.5 Data Summary

Five students were evaluated on this outcome. Four students passed. All students passed the course.

1.4.5.1 Analysis and Evaluation

40% of evaluated students identified the building construction type and demonstrated 75% mastery of hazards commonly associated with the identified construction type. The outcome was not met.

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

Focus on this area and place more emphasis on this topic in future classes.

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: HRPO.2301

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

Communication skills and career entry skills

The student will present their training plan and be utilizing their communication skills. These training skills will be useful when training other employees and will give the student necessary skills for their management careers as an entry level employee.

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, use the LINK button)

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

Fall 2017: In the Human Resource Management class, the students developed a training program for the job of airline reservation clerk for a major airline. They needed to include specifics on what to teach the new clerks and what training methods would be used. The benchmark was 75% of the evaluated students will demonstrate an ability of 70% mastery of the objective.

1.4.5.1 Analysis and Evaluation

This class was not taught face to face in the Fall 2017- Spring 2018 semesters, only offered online.

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

Increase the benchmark to 80% of the students will reach a mastery of 75% of the SLO.

1.4.5.4 Distance Learning: Analysis and Evaluation

Fall 2017: 12 students out of 12 completed this SLO and demonstrated an ability of 75% mastery of the objective.

[HR Training Outline checklist](#) [DOCX 33 KB DEC 11, 2017]

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 make sure the student is provided the "Flying the Friendlier Skies" training program Checklist to help guide them in preparing the assignment.

Program Name: IMED.1316

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

1 Course IMED 1316 Web Design I

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, use the LINK button)

Critical Thinking

1.4 Measured Outcome Web Site Project

40% of grade

1.4.1 Student Learning Outcomes Design web pages using HTML coding

Including:

- a. Various types of links into web pages (internal, relative, absolute, graphical)
- b. Various types of page organizations (headings, lists, tables, and frames)
- c. Cascading Style Sheets (CSS) to format web pages
- d. Interactive forms and other scripts
- e. Various types of multimedia files (graphics, sounds, videos)

1.4.2 Learning Activities Web Site Project

A major grade requirement is to plan, design, create, edit, and publish a Web site project to an external Web server. Students are responsible for choosing, maintaining, publishing, and purchasing an online Web server. The project is published to the Web site several times during the course. In order for students to pass this course, their Web site project are required to be published several times on or before the due dates. Students will receive an automatic F as a final grade if the final Web site project is not published on or before the due date posted.

1.4.3 Required General Education Outcome for this SLO (LINK to selection, use the LINK button) Technology

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 Grading Rubric

1.4.5 Data Summary

Design web pages using HTML coding1.4.1

Student Learning Outcomes Including:

- a. Various types of links into web pages (internal, relative, absolute, graphical)
- b. Various types of page organizations (headings, lists, tables, and frames)

- c. Cascading Style Sheets (CSS) to format web pages
- d. Interactive forms and other scripts
- e. Various types of multimedia files (graphics, sounds, videos)

1.4.5.1 Analysis and Evaluation

Web Site Project1.4 Measured Outcome
40% of grade

A major grade requirement is to plan, design, create, edit, and publish a Web site project to an external Web server. Students are responsible for choosing, maintaining, publishing, and purchasing an online Web server. The project is published to the Web site several times during the course. In order for students to pass this course, their Web site project are required to be published several times on or before the due dates. Students will receive an automatic F as a final grade if the final Web site project is not published on or before the due date posted.

Final analysis is that the eight students that attempted the web project succeeded with an overall grade of one hundred percent, meaning that all objectives were met. Five of the students did not attempt the project at all.

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

Since the rate of students that did not attempt the project is quite high, 5 students out of a total of 13 students in the class, perhaps the project could be given as a group project or at least the class could work on the project together some.

1.4.5.4 Distance Learning: Analysis and Evaluation

Web Site Project1.4 Measured Outcome
40% of grade

A major grade requirement is to plan, design, create, edit, and publish a Web site project to an external Web server. Students are responsible for choosing, maintaining, publishing, and purchasing an online Web server. The project is published to the Web site several times during the course. In order for students to pass this course, their Web site project are required to be published several times on or before the due dates. Students will receive an automatic F as a final grade if the final Web site project is not published on or before the due date posted.

Final analysis is that the eight students that attempted the web project succeeded with an overall grade of one hundred percent, meaning that all objectives were met. Five of the students did not attempt the project at all.

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

Since the rate of students that did not attempt the project is quite high, 5 students out of a total of 13 students in the class, perhaps the project could be given as a group project or at least the class could work on the project together some.

For a distance learning class, the students will have a little difficulty getting together to work on the

project, so an alternative method of group work on the project will have to be administered by the instructor- maybe meeting once a week in a classroom setting for those that want to come in to work on the project.

Program Name: LGLA.1307

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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, use the LINK button)

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

LGLA 1307 Law and the Legal profession did not have enough students to make this semester.

1.4.5.1 Analysis and Evaluation

LGLA 1307 Law and the Legal profession did not have enough students to make this semester.

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

LGLA 1307 Law and the Legal profession did not have enough students to make this semester.

1.4.5.4 Distance Learning: Analysis and Evaluation

LGLA 1307 Law and the Legal profession did not have enough students to make this semester.

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

LGLA 1307 Law and the Legal profession did not have enough students to make this semester.

Program Name: LGLA.1345

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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.
Recognize the different types of discoveries tools in an individual civil case.

1.4.3 Required General Education Outcome for this SLO (LINK to selection, use the LINK button)

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

1.4.5.1 Analysis and Evaluation

This was a Distance Ed 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 a Distance Ed Class.

1.4.5.4 Distance Learning: Analysis and Evaluation

Ninety percent of the students evaluated achieved 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

Ninety percent of the students evaluated achieved the stated objective. There are no changes anticipated at this time.

Program Name: LGLA.2313

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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, use the LINK button)

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

This course was a Distance Learning Class.

1.4.5.1 Analysis and Evaluation

This class was a Distance Education 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

Distance Education 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: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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

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, use the LINK button)

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% 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 demonstrated increased proficiency as the projects became more complex in relation to accuracy, safety, time management and proper use of the machinery.

After completion of required instructor led tutorials/demonstrations and student demonstration of working knowledge and ability to interpret part blueprints and exhibit the ability to physically produce the described part using machine tools within prescribed tolerances, 80+ percent of students passed evaluation criteria.

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 Increase benchmark level

Students taking the hands on courses seem to do very well.

Benchmark level should be increased from 80% to 85% of students completing course curriculum requirements with an average passing grade.

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: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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, use the LINK button)

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 |
|---------------------|---|

1.4.4 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, 80+ percent 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

Curriculum resources will be updated using newest revisions as well as supplemental online resources students may access.

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: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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, use the LINK button)

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

This class was not a face to face class it was a distance ed class.

1.4.5.1 Analysis and Evaluation

This class was not a face to face class it was a distance ed 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 class was not a face to face class it was a distance ed class.

1.4.5.4 Distance Learning: Analysis and Evaluation

Ninety five percent of the students evaluated achieved the objective based on a common exam for all class sections.

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

Ninety five percent of the students evaluated achieved the objective, no changes are anticipated at this time. .

Program Name: PHTC.1313

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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 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, use the LINK button)

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 |
|-------------------|---|

1.4.4 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

7/7 students who scored at least 90% (270) points on the rubric

1.4.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.4.5.3 Description of Changes

Students who successfully complete PHTC 1313 History of Photography and will be assessed by assigning points on the Discussions / Participation / Attendance/ Projects, Assignments, Quizzes, and Exams that they hand in and participate in. Students will also have a main project to complete.

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 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, use the LINK button)

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

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

7/7 students who earned at least 90% (270) of the points available on the rubric

1.5.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.5.5.3 Description of Changes

Students who successfully complete PHTC 1313 History of Photography and will be assessed by assigning points on the Discussions / Participation / Attendance/ Projects, Assignments, Quizzes, and Exams that they hand in and participate in. Students will also have a main project to complete.

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

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

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, use the LINK button)

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

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

7/7 of students who earned at least 90% (270) of the points available 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

Students who successfully complete PHTC 1313 History of Photography and will be assessed by assigning points on the Discussions / Participation / Attendance/ Projects, Assignments, Quizzes, and Exams that they hand in and participate in. Students will also have a main project to complete.

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: PHTC.1411

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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, use the LINK button)

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

1.4.4 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**

9/9 students who scored at least 85% (42.5) points on the rubric

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

Instructor might consider redefining benchmark.

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, use the LINK button)*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

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

9/9 students who scored at least 85% (42.5) points on the rubric

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

Instructor might consider redefining benchmark.

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, use the LINK button)

General Outcomes Links

| | |
|------------------|-----------|
| General | General |
| Education | Education |

(Use for LEAPs)**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

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**

9/9 students who scored at least 85% (42.5) points on the rubric

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

Instructor might consider redefining benchmark.

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, use the LINK button)*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

1.7.4 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

Teamwork is N/A for this class. I have removed it for the next cycle. Communication has been assessed above.

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

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: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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, use the LINK button)

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****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, use the LINK button)*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, use the LINK button)

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 |

1.6.4 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: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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

Prepare a document for a sales meeting. Create a letter that includes a table detailing specific information and create a SmartArt organizational chart to be included with the document.

1.4.3 Required General Education Outcome for this SLO (LINK to selection, use the LINK button)

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 2017 POFI 2301 lecture class 8 students completed the business letter with an embedded table assignment. 6 students completed the assignment with a score of 70% or higher. Two students did not submit the assignment. The class objective was met because 75% of the students completed the assignment with a score of 70% or higher.

POFI 2301 was not offered as a lecture class in the Spring 2018 semester.

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 2017 online course 15 out of 21 students completed the business letter with an embedded table assignment. 15 students completed the assignment with a score of 70% or better, and 6 students did not attempt the assignment. The class objective was met because 71% of the students completed the assignment with at least 70% mastery.

In the POFI 2301 Spring 2018 online class 18 out of 22 students completed the business letter with an embedded table assignment. 18 students completed the assignment with 90% mastery or higher, and 4 students did not attempt the assignment. The class objective was met because 82% of the students completed the assignment with at least 70% mastery.

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 at creating tables in Word, and they also must correctly formatting a business letter.

Program Name: POFM.1300

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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

1.4 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, use the LINK button)

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

This was not a face to face course it was a distance ed course.

1.4.5.1 Analysis and Evaluation

This was not a face to face course it was a distance ed course.

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, This was not a face to face course it was a distance ed course.

1.4.5.4 Distance Learning: Analysis and Evaluation

Eighty three percent of the students evaluated achieved 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

Students not achieving the objective will need to do remedial reading and study and be referred to the Cardinal Success Center for additional study activities. However, no changes are necessary because eighty three percent of students evaluated achieved the objective.

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, use the LINK button)*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

Not a face to face class

1.5.5.1 Analysis and Evaluation

This was a Distance Ed delivered class.

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

Distance Ed delivered class no changes necessary.

1.5.5.4 Distance Learning: Analysis and Evaluation

One hundred percent of the students achieved 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

Current methods successful no changes necessary.

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, use the LINK button)

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

This was not a face to face class, it was a distance ed class .

1.6.5.1 Analysis and Evaluation

This was not a face to face class, it was a distance ed class . .

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

Distance ed class, not a face to face class

1.6.5.4 Distance Learning: Analysis and Evaluation

One hundred percent of the students achieved 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

One hundred percent of the students achieved the objective, no changes necessary.

1.7 Measured Outcome**1.7.1 Student Learning Outcomes****1.7.2 Learning Activities****1.7.3 Required General Education Outcome for this SLO (LINK to selection, use the LINK button)****1.7.4 Measure of Success****1.7.5 Data Summary****1.7.5.1 Analysis and Evaluation****1.7.5.2 Changes as a Result of Analysis and Evaluation****1.7.5.3 Description of Changes****1.7.5.4 Distance Learning: Analysis and Evaluation****1.7.5.5 Distance Learning: Changes as a Result of Analysis and Evaluation****1.7.5.6 Distance Learning: Description of Changes**

Program Name: POFM.1327

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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, use the LINK button)

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

This course was not a face to face class.

1.4.5.1 Analysis and Evaluation

Not a face to face class therefore no data was collected.

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

Not a face to face class no changes.

1.4.5.4 Distance Learning: Analysis and Evaluation

Sixty percent of the class assessed passed 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

Students that did not meeting the objective will need to meet with the Cardinal Success center tutors and review the material that was missed on the learning activity.

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, use the LINK button)

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

Not a face to face class not data

1.5.5.1 Analysis and Evaluation

Not a face to face class not data

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

Not a face to face class not data

1.5.5.4 Distance Learning: Analysis and Evaluation

Fifty per cent of the students that were evaluated achieved 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

Students that did not meeting the objective will need to meet with the Cardinal Success center tutors and review the material that was missed on the learning activity.

Program Name: POFT.1301

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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, use the LINK button)

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

There were two POFT 1301 lecture classes in Fall 2017. 25 total students completed the business memo editing and rewriting assignment. All 25 students that were evaluated completed the assignment with a score of 70% or higher. The objective was met because 100% of the students that were evaluated completed the assignment with a score of 70% or higher.

There were two POFT 1301 lectures classes in Spring 2018. 38 total students completed the business memo editing and rewriting assignment. 31 students completed the assignment with a score of 70% or higher. 7 students received a grade below 70%. Therefore, 82% of the evaluated students completed the assignment with a score of 70% or higher 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 met in both classes, I will redefine the benchmark. 70% of the evaluated students will demonstrate an ability of 80% 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 2017 online class 19 out of 22 students completed the business memo editing and rewriting assignment. 19 students completed the assignment with a score of 70% or higher. 3 students did not attempt the assignment. The class objective was met because 86% of the students completed the assignment with a score of 70% or higher.

In the POFT 1301 Spring 2018 online class 14 out of 21 students completed the business memo editing and rewriting assignment. 14 students completed the assignment with a score of 70% or higher. 7 students did not attempt the assignment. Therefore, the class objective was not met because only 67% 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: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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, use the LINK button)

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

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 2018 lecture class 16 out of 18 students completed the presentation assignment. 14 students completed the assignment with a score of 80% or higher, 2 students completed the assignment with a score of below 80%, and 2 students did not attempt the assignment. Therefore, the class objective was met because 78% 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 2017 online course 17 of 21 students completed the presentation assignment. 16 students completed the assignment with a score of 80% or higher, 1 student completed the assignment with a score below 80%, and 4 students did not attempt the assignment. Therefore, the class objective was met because 76% 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: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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, use the LINK button)

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

85% of students met standard for:

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

85% of students met standard for:

Career Entry Skills (CE) Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation.

1.4.5.1 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

85% of students met standard for:

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

85% of students met standard for:

Career Entry Skills (CE) Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation.

1.4.5.5 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

60 percent of the evaluated students will demonstrate an ability of 70% mastery of the objective

Program Name: TECA.1318

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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, use the LINK button)

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

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

1.4.5.4 Distance Learning: Analysis and Evaluation

78 percent of the evaluated students demonstrated an ability of 70% mastery of the objective

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

70 percent of the evaluated students will demonstrate an ability of 70% mastery of the objective

Program Name: TECA.1354

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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, use the LINK button)

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 (CE): 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

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

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

1.4.5.4 Distance Learning: Analysis and Evaluation

73 percent of students evaluated met the required standard for the objective.

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

At the end of each unit of development, students will participate in a project to demonstrate critical aspects of that domain of development.

Program Name: WLDG.1323

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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, use the LINK button)

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 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

86% of the students evaluated, demonstrated the safe and proper use of a hand held 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

90% of all students evaluated will demonstrate the safe and proper use of a hand held angle grinder with 100% mastery.

1.4.5.4 Distance Learning: Analysis and Evaluation

N/A

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, use the LINK button)

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

90% 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

90% of all students evaluated demonstrated the safe and 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

95% of all students evaluated will demonstrate the proper and safe use of a horizontal band saw.

1.5.5.4 Distance Learning: Analysis and Evaluation

N/A

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.1521

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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, use the LINK button)

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 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

86% of the students evaluated, demonstrated the ability to set up and safely use an oxyacetylene cutting torch.

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

90% of all students evaluated will demonstrate the ability to set up and safely use an oxyacetylene cutting torch.

1.4.5.4 Distance Learning: Analysis and Evaluation

N/A

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: #5 Sep 1, 2017 to Aug 31, 2018

1 Course

WLDG 2543, Advanced 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, use the LINK button)

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, use the LINK button)

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

90% of all students evaluated were able to pass a bend test in the flat position of welding.

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

90% of all students evaluated will be able to perform mastery of this skill.

1.4.5.4 Distance Learning: Analysis and Evaluation

N/A

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

1.4.5.6 Distance Learning: Description of Changes

End of report

Community Support

Program Name: NURA.1160

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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, use the LINK button)

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 |
| 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

For this section the performance records from the Texas Department of Aging and Disability Services, now Health and Human Services were used. The overall results were as follows:

16 students

As this was a hands on assessment of skills the scores may vary slightly. The original student scores were fairly low with a substantial amount of mistakes in the skills procedure.

At the end of the term when the students were reassessed prior to taking their final skills test with the state, they had a marked improvement. All of the students scored well above the 70% mark and had a greater knowledge of the skills required to be a CNA.

1.4.5.1 Analysis and Evaluation

No changes as it has been determined that we will continue to use the performance records to assess the knowledge of the students regarding skills in both the pre and post sessions.

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

Those students who were found to have performed extremely poorly on the pre-assessment will be recommended for tutoring by one of our CNA instructors.

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: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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, use the LINK button)

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

3 students scored less than 70 % on the original assessment, with the highest being 88 and the lowest being 56. That is a difference of 32 points

On the final assessment all of the students scored above 70% and the deviation between the highest and the lowest scores was only 22 points.

1.4.5.1 Analysis and Evaluation

The mean score was 73.25 on the Pre test and 90.13 on the Post test. This shows an overall improvement of 16.88 respectively.

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 who fall below the 70% mark on the original assessment will be referred to tutorials with a CNA instructor.

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

End of report

Health Science Education

Program Name: AAS - Associate Degree Nursing & Transition Programs (Health Occupations)

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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

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, EAQ, Canvas, and EHR.

1.4.3 Required General Education Outcome for this SLO (LINK to selection, use the LINK button)

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

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

In fall 2017, 29% of students scored 850 or higher on safe/effective care environment section of the Level I HESI. Not Met.

11% of Athens students scored 850 or higher = Not Met

30% of Kaufman students scored 850 or higher = 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 have worked on a document that will help students learn how to better complete concept care maps. Will require a certain number of satisfactory concept care maps.

Faculty have strengthened the HESI remediation and will continue to hold students more accountable to complete the remediation.

Faculty have added 5 questions from previous knowledge on each exam after the first one each semester to strengthen retention.

Faculty have formalized the process for having students document class lab hours each semester and have students address their areas of weakness. Starting in fall 2018, the students will attend class lab hours at the HSC and faculty will cover a variety of topics to help them be more successful including test-taking strategies, study skills, writing skills, etc. Students will be instructed to work towards novice Level in EAQ in Level I, especially in the Potter & Perry fundamentals section. The faculty will have students complete the practice HESI before taking the actual HESI.

1.4.5.4 Distance Learning: Analysis and Evaluation

11% of Athens students scored 850 or higher = Not Met

30% of Kaufman students scored 850 or higher = Not Met

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

Neither group met the benchmark so nothing will be done differently with regards to distance education. Changes will apply to both groups.

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, EAQ, Canvas, and EHR.

1.5.3 Required General Education Outcome for this SLO (LINK to selection, use the LINK button)

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**

Total 34% scored 850 or higher on clinical judgment in HESI Level II - (36/105) Not met
Kaufman 34% scored 850 or higher - (33/96) Not met
Athens 33% scored 850 or higher - (3/9) Not met

1.5.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.5.5.3 Description of Changes

Faculty have worked on a document that will help students learn how to better complete concept care maps. Will require a certain number of satisfactory concept care maps.

Faculty have strengthened the HESI remediation and will continue to hold students more accountable to complete the remediation.

Faculty have added 5 questions from previous knowledge on each exam after the first one each semester to strengthen retention.

Faculty have formalized the process for having students document class lab hours each semester and have students address their areas of weakness. Starting in fall 2018, the students will attend class lab hours at the HSC and faculty will cover a variety of topics to help them be more successful including test-taking strategies, study skills, writing skills, etc. Students will be instructed to work towards novice Level in EAQ in Level I, especially in the Potter & Perry fundamentals section. The faculty will have students complete the practice HESI before taking the actual HESI.

1.5.5.4 Distance Learning: Analysis and Evaluation

11% of Athens students scored 850 or higher = Not Met
30% of Kaufman students scored 850 or higher = Not Met

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

Neither group met the benchmark so the changes will be needed for both groups. There will be no specific changes due to distance learning.

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, use the LINK button)*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

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, EAQ, Canvas, HESI Remediation from Level I, and EHR.

2.4.3 Required General Education Outcome for this SLO (LINK to selection, use the LINK button)*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**

In spring of 2018 25/73 students scored 850 or higher on the clinical judgment section of the Level II HESI = 34%. Not met.

0/1 student in Athens scored 850 or higher = 0% Not met.

25/72 students in Kaufman scored 850 or higher = 35% Not met.

2.4.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

2.4.5.3 Description of Changes

Faculty have worked on a document that will help students learn how to better complete concept care maps. Will require a certain number of satisfactory concept care maps.

Faculty have strengthened the HESI remediation and will continue to hold students more accountable to complete the remediation.

Faculty have added 5 questions from previous knowledge on each exam after the first one each semester to strengthen retention.

Faculty have formalized the process for having students document class lab hours each semester and have students address their areas of weakness. Starting in fall 2018, the students will attend class lab hours at the HSC and faculty will cover a variety of topics to help them be more successful including test-taking strategies, study skills, writing skills, etc.- so hopefully this will help students in Level II next year. Students will be instructed to work towards novice Level in EAQ in Level II. The faculty will have students complete the practice HESI before taking the actual HESI.

2.4.5.4 Distance Learning: Analysis and Evaluation

0/1 student in Athens scored 850 or higher = 0% Not met.

25/72 students in Kaufman scored 850 or higher = 35% Not met.

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

Alternative assignment/activity

2.4.5.6 Distance Learning: Description of Changes

With only 1 student in Athens we will not be making any changes for distance education due to these results. Changes will be made for all students since neither met the benchmark.

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, EAQ, Canvas, HESI Remediation from Level I and EHR

2.5.3 Required General Education Outcome for this SLO (LINK to selection, use the LINK button)

General Outcomes Links

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

Career Entry Skills (CE): 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

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

Assessment -

Total 42% scored 850 or higher (31/73) Not met.

Kaufman 42% scored 850 or higher (30/72) Not met

Athens 100% scored 850 or higher (1/1) Met.

Analysis -

Total 34% scored 850 or higher (25/73) Not met

Kaufman 33% scored 850 or higher (24/72) Not met.

Athens 0% scored 850 or higher (0/1) Not Met

Planning

Total 49% scored 850 or higher (36/73) Not Met

Kaufman 50% scored 850 or higher (36/72) Not Met.

Athens 0% scored 850 or higher (0/1) Not Met

Implementation

Total 34% scored 850 or higher (25/73) Not met

Kaufman 35% scored 850 or higher (25/72) Not met.

Athens 0% scored 850 or higher (0/1). Not met.

Evaluation

Total 36% scored 850 or higher (26/73) Not Met

Kaufman 36% scored 850 or higher (26/72) Not Met.

Athens 100% scored 850 or higher (1/1) Met

Safe/Effective Care Environment

Total 58% scored 850 or higher (42/73) Met

Kaufman 57% scored 850 or higher (41/72) Met.

Athens 0% scored 850 or higher (0/1) Not Met

2.5.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

2.5.5.3 Description of Changes

Faculty have worked on a document that will help students learn how to better complete concept care maps. Will require a certain number of satisfactory concept care maps.

Faculty have strengthened the HESI remediation and will continue to hold students more accountable to complete the remediation.

Faculty have added 5 questions from previous knowledge on each exam after the first one each semester to strengthen retention.

Faculty have formalized the process for having students document class lab hours each semester and have students address their areas of weakness. Starting in fall 2018, the students will attend class lab hours at the HSC and faculty will cover a variety of topics to help them be more successful including test-taking strategies, study skills, writing skills, etc.- so hopefully this will help students in Level II next year. Students will be instructed to work towards novice Level in EAQ in Level II. The faculty will have students complete the practice HESI before taking the actual HESI.

2.5.5.4 Distance Learning: Analysis and Evaluation

Assessment -
 Kaufman 42% scored 850 or higher (30/72) Not met
 Athens 100% scored 850 or higher (1/1) Met.
 Analysis -
 Kaufman 33% scored 850 or higher (24/72) Not met.
 Athens 0% scored 850 or higher (0/1) Not Met
 Planning
 Kaufman 50% scored 850 or higher (36/72) Not Met.
 Athens 0% scored 850 or higher (0/1) Not Met
 Implementation
 Kaufman 35% scored 850 or higher (25/72) Not met.
 Athens 0% scored 850 or higher (0/1). Not met.
 Evaluation
 Kaufman 36% scored 850 or higher (26/72) Not Met.
 Athens 100% scored 850 or higher (1/1) Met
 Safe/Effective Care Environment
 Kaufman 57% scored 850 or higher (41/72) Met.
 Athens 0% scored 850 or higher (0/1) Not Met

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

Alternative assignment/activity

2.5.5.6 Distance Learning: Description of Changes

With only one student at the distance site in the spring, we will not be making any changes due to distance education based on these results.

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, EAQ, Canvas, HESI Remediation from Level I and EHR.

2.6.3 Required General Education Outcome for this SLO (LINK to selection, use the LINK button)

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

2.6.4 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

Total - 32% of students scored 850 or higher on physiologic integrity section of Level II HESI. (23/73)
 Not met
 Kaufman - 32% of students scored 850 or higher (22/73) Not met
 Athens - 100% of students scored 850 or higher (1/1) Met.

2.6.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

2.6.5.3 Description of Changes

Faculty have worked on a document that will help students learn how to better complete concept care maps. Will require a certain number of satisfactory concept care maps.

Faculty have strengthened the HESI remediation and will continue to hold students more accountable to complete the remediation.

Faculty have added 5 questions from previous knowledge on each exam after the first one each semester to strengthen retention.

Faculty have formalized the process for having students document class lab hours each semester and have students address their areas of weakness. Starting in fall 2018, the students will attend class lab hours at the HSC and faculty will cover a variety of topics to help them be more successful including test-taking strategies, study skills, writing skills, etc.- so hopefully this will help students in Level II next year. Students will be instructed to work towards novice Level in EAQ in Level II. The faculty will have students complete the practice HESI before taking the actual HESI.

2.6.5.4 Distance Learning: Analysis and Evaluation

Kaufman - 32% of students scored 850 or higher (22/73) Not met
 Athens - 100% of students scored 850 or higher (1/1) Met.

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

Alternative assignment/activity

2.6.5.6 Distance Learning: Description of Changes

There will not be any changes specific to distance ed based on the results.

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, use the LINK button)

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, EAQ, and EHR.

3.4.3 Required General Education Outcome for this SLO (LINK to selection, use the LINK button)

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

Total - 40% (43/107) scored 850 or higher on the Level III HESI Safe/effective care environment - Not met

Kaufman - 30% (35/92) scored 850 or higher - Not met

Athens - 53% (8/15) scored 850 or higher - Not met

3.4.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

3.4.5.3 Description of Changes

Faculty have worked on a document that will help students learn how to better complete concept care maps. Will require a certain number of satisfactory concept care maps - this will help with assessment, analysis and implementation..

Faculty have strengthened the HESI remediation and will continue to hold students more accountable to complete the remediation.

Faculty have added 5 questions from previous knowledge on each exam after the first one each semester to strengthen retention.

Faculty have formalized the process for having students document class lab hours each semester and have students address their areas of weakness. Students will be instructed to work towards novice Level in EAQ in Level II and Intermediate for Level III and proficient for Level IV and hold students accountable - they will sign contract that they will do a certain number of questions each week until they meet the benchmarks. The HESI package was adopted for the class of 2020 so the students will have a practice HESI exam each semester.

3.4.5.4 Distance Learning: Analysis and Evaluation

Kaufman - 30% (35/92) scored 850 or higher - Not met
Athens - 53% (8/15) scored 850 or higher - Not met

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

Alternative assignment/activity

3.4.5.6 Distance Learning: Description of Changes

Neither group met the benchmark so the changes will apply to both groups. There will be no specific changes due to distance education.

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, EAQ, Canvas, HESI Remediation and EHR.

3.5.3 Required General Education Outcome for this SLO (LINK to selection, use the LINK button)

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

Total - 43% (46/107) scored 850 or higher on the clinical judgment section of Level III HESI - not met
Kaufman - 33% (38/92) scored 850 or higher - not met
Athens - 53% (8/15) scored 850 or higher - not met

3.5.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

3.5.5.3 Description of Changes

Faculty have worked on a document that will help students learn how to better complete concept care maps. Will require a certain number of satisfactory concept care maps - this will help with assessment, analysis and implementation..

Faculty have strengthened the HESI remediation and will continue to hold students more accountable to complete the remediation.

Faculty have added 5 questions from previous knowledge on each exam after the first one each semester to strengthen retention.

Faculty have formalized the process for having students document class lab hours each semester and have students address their areas of weakness. Students will be instructed to work towards novice Level in EAQ in Level II and Intermediate for Level III and proficient for Level IV and hold students

accountable - they will sign contract that they will do a certain number of questions each week until they meet the benchmarks. The HESI package was adopted for the class of 2020 so the students will have a practice HESI exam each semester.

3.5.5.4 Distance Learning: Analysis and Evaluation

Kaufman - 33% (38/92) scored 850 or higher - not met
Athens - 53% (8/15) scored 850 or higher - not met

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

Alternative assignment/activity

3.5.5.6 Distance Learning: Description of Changes

Neither group met the benchmark so all changes will apply to both groups. There will be no changes due to distance education.

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, Canvas, HESI Remediation, Canvas, EAQ, and EHR

3.6.3 Required General Education Outcome for this SLO (LINK to selection, use the LINK button)

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

Total - 43% (46/107) scored 850 or above on physiological integrity on the Level III HESI exam - not met

Kaufman 37% (42/92) scored 850 or higher - not met
Athens - 27% (4/15) scored 850 or higher - not met

3.6.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

3.6.5.3 Description of Changes

Faculty have worked on a document that will help students learn how to better complete concept care maps. Will require a certain number of satisfactory concept care maps - this will help with assessment, analysis and implementation..

Faculty have strengthened the HESI remediation and will continue to hold students more accountable to complete the remediation.

Faculty have added 5 questions from previous knowledge on each exam after the first one each semester to strengthen retention.

Faculty have formalized the process for having students document class lab hours each semester and have students address their areas of weakness. Students will be instructed to work towards novice Level in EAQ in Level II and Intermediate for Level III and proficient for Level IV and hold students accountable - they will sign contract that they will do a certain number of questions each week until they meet the benchmarks. The HESI package was adopted for the class of 2020 so the students will have a practice HESI exam each semester.

3.6.5.4 Distance Learning: Analysis and Evaluation

Kaufman 37% (42/92) scored 850 or higher - not met
Athens - 27% (4/15) scored 850 or higher - not met

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

Alternative assignment/activity

3.6.5.6 Distance Learning: Description of Changes

Since neither group met the benchmark, the changes will apply to both groups. There will be no changes due to distance education.

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, use the LINK button)

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

4.4 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, Canvas, HESI Remediation, EAQ, and EHR.

4.4.3 Required General Education Outcome for this SLO (LINK to selection, use the LINK button)

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

4.4.4 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

76/96 students scored 850 or higher on the safe/effective care environment of the HESI Exit Exam (1st attempt) in spring 2018 = 79% Met

11/14 students in Athens scored 850 or higher = 79% Met

65/82 students in Kaufman scored 850 or higher = 79% Met.

4.4.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

4.4.5.3 Description of Changes

Will continue current strategies and the changes determined for other outcomes. Will especially continue the push for students to get to the proficient level in all Client Needs areas of EAQ for NCLEX.

4.4.5.4 Distance Learning: Analysis and Evaluation

11/14 students in Athens scored 850 or higher = 79% Met

65/82 students in Kaufman scored 850 or higher = 79% Met.

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

Alternative assignment/activity

4.4.5.6 Distance Learning: Description of Changes

With both groups meeting the benchmark, there will be no changes specific to distance education.

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, use the LINK button)

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

Assessment -

Total 56% scored 850 or higher (54/96) Not met.

Kaufman 54% scored 850 or higher (44/82) Not met

Athens 71% scored 850 or higher (10/14) Met.

Analysis -

Total 59% scored 850 or higher (57/96) Not met

Kaufman 57% scored 850 or higher (47/82) Not met.

Athens 71% scored 850 or higher (10/14) Met

Planning

Total 69% scored 850 or higher (66/96) Met

Kaufman 67% scored 850 or higher (55/82) Met.

Athens 79% scored 850 or higher (11/14) Met

Implementation

Total 55% scored 850 or higher (53/96) Not met

Kaufman 56% scored 850 or higher (46/82) Not met.

Athens 50% scored 850 or higher (7/14). Not met.

Evaluation

Total 77% scored 850 or higher (74/96) Met
 Kaufman 77% scored 850 or higher (63/82) Met.
 Athens 79% scored 850 or higher (11/14) Met

4.5.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

4.5.5.3 Description of Changes

Faculty have worked on a document that will help students learn how to better complete concept care maps. Will require a certain number of satisfactory concept care maps - this will help with assessment, analysis and implementation..

Faculty have strengthened the HESI remediation and will continue to hold students more accountable to complete the remediation.

Faculty have added 5 questions from previous knowledge on each exam after the first one each semester to strengthen retention.

Faculty have formalized the process for having students document class lab hours each semester and have students address their areas of weakness. Students will be instructed to work towards novice Level in EAQ in Level II and Intermediate for Level III and proficient for Level IV and hold students accountable - they will sign contract that they will do a certain number of questions each week until they meet the benchmarks. The HESI package was adopted for the class of 2020 so the students will have a practice HESI exam each semester.

4.5.5.4 Distance Learning: Analysis and Evaluation

Kaufman 54% scored 850 or higher (44/82) Not met
 Athens 71% scored 850 or higher (10/14) Met.

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

Alternative assignment/activity

4.5.5.6 Distance Learning: Description of Changes

The Athens group met the benchmark for 4 of 5 sections whereas Kaufman met 2 of 5. So there will be no changes due to distance learning specifically.

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, HESI Remediation, EAQ, and EHR.

4.6.3 Required General Education Outcome for this SLO (LINK to selection, use the LINK button)

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

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**

Total - 61% scored 850 or higher on physiologic integrity section of HESI Exit Exam in spring of 2018 (59/96) Met
 59.76% of Kaufman students scored 850 or higher (49/82) Not met.
 71% of Athens students scored 850 or higher (10/14) Met.

4.6.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

4.6.5.3 Description of Changes

Faculty have worked on a document that will help students learn how to better complete concept care maps. Will require a certain number of satisfactory concept care maps.
 Faculty have strengthened the HESI remediation and will continue to hold students more accountable to complete the remediation.
 Faculty have added 5 questions from previous knowledge on each exam after the first one each semester to strengthen retention.
 Faculty have formalized the process for having students document class lab hours each semester and have students address their areas of weakness. Students will be instructed to work towards novice Level in EAQ in Level II and Intermediate for Level III and proficient for Level IV and hold students accountable - they will sign contract that they will do a certain number of questions each week until they meet the benchmarks. The HESI package was adopted for the class of 2020 so the students will have a practice HESI exam each semester.

4.6.5.4 Distance Learning: Analysis and Evaluation

59.76% of Kaufman students scored 850 or higher (49/82) Not met.
 71% of Athens students scored 850 or higher (10/14) Met.

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

Alternative assignment/activity

4.6.5.6 Distance Learning: Description of Changes

With Athens students meeting the benchmark there will be no changes related to distance learning specifically.

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, use the LINK button)

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 |
|----------------------|--|

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, use the LINK button)

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 |
|----------------------|--|

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

There was only 1 student who worked in the Weaver reading program in the summer of 2017. This student only reached Grade 6 in reading comprehension so she did not complete the program. The student did not pass the first semester. So there was a 0% retention and was not equal to that of the rest of the students. But only reaching Grade 6 is not considered completing the program.

5.4.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

5.4.5.3 Description of Changes

Will make a concerted effort to get the students at risk to do the Weaver reading program and do a better job of holding them accountable to progress in the program to a level where they will be able to be successful in the nursing program and understand the nursing textbooks.

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 - Emergency Medical Technology/Technician (EMT Paramedic)

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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

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, use the LINK button)

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

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

1.4.5.1 Analysis and Evaluation

38% (15/39) of the students taking the National Registry Exam at the EMT Basic level between 9/1/17 and 8/20/18 scored at or above the passing level on the sub-test of items related to cardiology. Not met.

The data shows that the criteria was not met; however, the passing percentages were higher than last year on both first and all attempts.

Further analysis of this data is difficult, as the NR data does not provide a breakdown of the results based on instructor or task analysis (18 sub-topics). Therefore, it is impossible from this data to determine exactly where the students are having problems meeting the specified criteria. The current textbook and required CPR certification all use the most current (2015) American Heart Association (AHA) standards.

Feedback from students who have taken the NR exam recently seems to indicate that the exam has added more questions related to diagnosis and terminology.

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

Athens & Palestine EMS faculty will consider adding additional higher order practice exams and quizzes related to diagnosis and terminology and consider increasing the amount of time spent using scenario-based learning. They will add to the existing practice exams and quizzes so that the students understand the depth and breadth of the material and continue the transition to a more scenario-based classroom environment. Kaufman EMT faculty will add utilization of adaptive testing with Platinum Planner which will help condition the students for "real world" testing instead of standard classroom pencil/paper assessments. They will do focus units that target the critical areas including cardiology.

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, use the LINK button)

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

1.5.5.1 Analysis and Evaluation

41% (16/39) of the students taking the National Registry Exam at the EMT Basic level between 09/01/17 and 08/20/18 scored at or above the passing level on the sub-test of items related to airway. Not met.

The data shows that the criteria was not met; however, the passing percentages were higher than last year on the first attempt and slightly lower on all attempts.

Further analysis of this data is difficult, as the NR data does not provide a breakdown of the results based on instructor or task analysis (21 sub-topics). Therefore, it is impossible from this data to determine exactly where the students are having problems meeting the specified criteria.

Feedback from students who have taken the NR exam recently seems to indicate that the exam has added more questions related to diagnosis and terminology.

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

Athens & Palestine EMS faculty will consider adding additional higher order practice exams and quizzes related to diagnosis and terminology and consider increasing the amount of time spent using scenario-based learning. They will add to the existing practice exams and quizzes so that the students understand the depth and breadth of the material and continue the transition to a more scenario-based classroom environment. Kaufman EMT faculty will add utilization of adaptive testing with Platinum Planner which will help condition the students for "real world" testing instead of standard classroom pencil/paper assessments. They will do focus units that target the critical areas including airway.

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, use the LINK button)

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

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, use the LINK button)

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

At least 60% of the students taking the Platinum final exam for paramedics 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

2.4.5.1 Analysis and Evaluation

29% (2/7) of the students taking the Platinum final exam for paramedics in the last semester of the paramedic program scored at or above the recommended level on the subtest of items related to airway management. 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

The paramedic program was moved to Athens for the next cohort so that the coordinator can take a more active role in the curriculum and provide more supervision and consistency. The curriculum was changed to eliminate the last summer semester so students won't have to retain information as long. The faculty plan on using the adaptive testing features of the Platinum testing program more, including the group testing, remediation and practice quizzing. Since airway is covered early in the program, the faculty will add test questions from previous content throughout the program to encourage retention of this information. Faculty will put greater emphasis on weak areas as identified in the Platinum testing program.

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, use the LINK button)

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, use the LINK button)

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 Platinum Exit exam for Paramedics 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

3.4.5.1 Analysis and Evaluation

0% (0/7) of the students taking the Platinum Exit exam for Paramedics in the last semester of the paramedic program scored at or above the recommended level on the sub-test of items related to trauma. 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

The paramedic program was moved to Athens for the next cohort so that the coordinator can take a more active role in the curriculum and provide more supervision and consistency. The curriculum was changed to eliminate the last summer semester so students won't have to retain information as long. The faculty plan on using the adaptive testing features of the Platinum testing program more, including the group testing, remediation and practice quizzing. Since trauma is covered in the fall, the faculty will add test questions from previous content throughout the program to encourage retention of this information. Faculty will put greater emphasis on weak areas as identified in the Platinum testing program.

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, use the LINK button)

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

4.4 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, use the LINK button)

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

4.4.4 Measure of Success

At least 60% of the students taking the Platinum Exit exam for paramedics 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**4.4.5.1 Analysis and Evaluation**

71% (5/7) of the students taking the Platinum Exit exam for paramedics in the last semester of the paramedic program scored at the recommended level or higher on the subtest related to medical problems. 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

Faculty will continue current strategies for medical emergencies. This information is covered in the spring so this is the one students did the best on since it was the most recent.

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, use the LINK button)

General Outcomes Links

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

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

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, use the LINK button)

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 |
|---------------------|---|

5.4.4 Measure of Success

At least 60% of the students taking the Platinum Exit Exam for Paramedics in the last semester of the paramedic program will score at the recommended level on the cardiology items.

5.4.5 Data Summary

5.4.5.1 Analysis and Evaluation

57% (4/7) of the students taking the Platinum Exit Exam for Paramedics in the last semester of the paramedic program will score at the recommended level on the cardiology items. Not quite 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

The paramedic program was moved to Athens for the next cohort so that the coordinator can take a more active role in the curriculum and provide more supervision and consistency. The curriculum was changed to eliminate the last summer semester so students won't have to retain information as long. The faculty plan on using the adaptive testing features of the Platinum testing program more, including the group testing, remediation and practice quizzing. Since cardiology is covered early in the program in the fall, the faculty will add test questions from previous content throughout the program to encourage retention of this information. Faculty will put greater emphasis on weak areas as identified in the Platinum testing program.

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: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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, use the LINK button)

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 70% 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

100% of the students in the class of 2018 scored at 68% or higher on the A&P section of the CST exam in May 2018. 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 the current strategies which included the adoption of a surgical technology A&P book.

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, use the LINK button)*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

Seventy percent of the students will score 70% 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**

9 of 10 students scored 68% or higher on the Intraoperative section of the CST exam in May 2018 = 90%. 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

Will continue current strategies as implemented last year including the practice exam and surgical technology apps with practice questions.

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 Surgical Pharmacology

1.6.1 Student Learning Outcomes

By the end of the program, the student will be able to demonstrate knowledge of certifying exam content related to surgical pharmacology.

1.6.2 Learning Activities

Implement the curriculum for SRGT 1409, 1405, 1441 and 1442 in class and skills. Clinical experiences will help reinforce the principles and content. Instructor will use specific text on pharmacology as a resource and test more in this area.

1.6.3 Required General Education Outcome for this SLO (LINK to selection, use the LINK button)

1.6.4 Measure of Success

Seventy percent of the students will score 70% or higher on the Surgical Pharmacology subsection of the CST exam given at the end of the spring semester.

1.6.5 Data Summary

1.6.5.1 Analysis and Evaluation

9 of 10 students = 90% of the students scored 70% or higher on the CST exam in May 2018. Met

1.6.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.6.5.3 Description of Changes

Will continue current strategies which were successful including testing more in the pharmacology area

and giving a pharmacology exam.

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: Certificate - Nursing Assistant/ Aide and Patient Care Technology (Health Occupations)

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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 |

1.4 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, use the LINK button)

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

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 2017, 85.71% of students scored 90% or higher on the delegation question subset of the PCT final. Met.

In the spring of 2018, 100% of students scored 90% or higher on the delegation question subset of the PCT 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 include current strategies and will incorporate new textbook for fall 2018.

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, use the LINK button)

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

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 2017, 100% of the students scored 80% or higher on the disease process subset of the PCT final. Met

In spring 2018, 75% of the students scored 80% or higher on the disease process subset of the PCT final. Not met.

1.5.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.5.5.3 Description of Changes

For future - will look at starting a selections process for PCT students when the college converts to the ERP and the other health occupations programs adopt a new application process. This will ensure that students coming in have the skills to be successful in PCT.

For next year - will continue role playing to learn about the major diseases, and will do chart revisions with disease processes.

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: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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, use the LINK button)

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 - 14/16 scored at or above the national average on the ATI pharmacology exam- 88% Met
 Palestine - 10/19 scored at or above the national average on the ATI pharmacology exam - 53%. Not 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

Kaufman - will continue current strategies.

Palestine - Will review pharmacology content as a whole prior to testing. Will use the Comprehensive Predictor and Proctored Pharmacology ATI to assess areas of improvement and focus on these areas.

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, use the LINK button)

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, use the LINK button)

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

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

11/20 students in the Palestine VN program scored at or above the national average of the pediatric exam of ATI = 55% Not met.

8/16 students in the Kaufman VN program scored at or above the national average of the pediatric exam of ATI = 50% 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

Palestine:

1. Spread the course into a full semester course instead of a half semester course allowing the content to be covered in smaller chunks over a longer period of time.
2. If video recording is available at that time, implement some video lectures to supplement face-to-face lectures to allow for repetitive reviews by the students.
3. Review course content and compare with ATI resources.

Kaufman

Will need to make sure the ATI is taken after all of the examinations are taken in the classroom. Need to change the pedi postings and pedi project so it is not worth a whole test grade. Will need to change it so its worth half a test grade so students will take ATI more serious. Will take materials from ATI books and put on voice over power point lecture.

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, use the LINK button)

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, use the LINK button)

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

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

9/20 students in the Palestine class of 2018 scored at or above the national average. Not met.
6/16 students in the Kaufman class of 2018 scored at or above the national average. 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

Palestine:

1. Spread the course into a full semester course instead of a half semester course allowing the content to be covered in smaller chunks over a longer period of time.
2. If video recording is available at that time, implement some video lectures to supplement face-to-face lectures to allow for repetitive reviews by the students.
3. Review course content and compare with ATI resources.

Kaufman

Plan to give the test next year immediately after all the content has been covered in the classroom and not wait until later into the semester. Will take materials from ATI books and put on voice over power point lecture.

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, use the LINK button)

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

4.4 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, use the LINK button)

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

4.4.4 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 - 14/16 students scored at or above the national average on Med/surg ATI exam = 88% Met.
Palestine = 14/19 students scored at or above the national average on Med/Surg ATI exam = 73.68%
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

1. Kaufman faculty will continue current strategies.
2. Palestine faculty will review areas of weakness and assess medical/surgical course content and common threads. They will implement mandatory practice and review prior to the ATI testing.

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, use the LINK button)

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 |
|---------------------|---|

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, use the LINK button)

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 |
|---------------------|---|

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

Kaufman - 14/16 students scored at or above the national average on the ATI mental health exam = 88% Met

Palestine - 17/19 students scored at or above the national average on the ATI mental health exam = 89% 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

Faculty in both programs will continue current strategies.

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, use the LINK button)*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 |
|---------------------|---|

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, use the LINK button)

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 |
|---------------------|---|

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

16/20 of the Palestine VN class of 2018 scored at or above the national average on the fundamentals ATI exam. = 80% Met.

14/18 of Kaufman VN class of 2018 scored at or above the national average on the fundamentals ATI exam. = 77.8% 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

Both Palestine and Kaufman faculty will continue current plan for fundamentals, incorporating changes decided on for some of the other LEAPs 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, use the LINK button)

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

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, use the LINK button)

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

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 - 14/16 of students scored at or above the ATI comprehensive exam = 88% Met
Palestine - 13/19 of students scored at or above the ATI comprehensive exam = 68.4%. Not 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

1. Kaufman faculty will continue current strategies.
2. Palestine faculty will review areas of weakness as a whole and assess for common threads for improvement.

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

End of report

Distance Education

Program Name: AAS - Associate Degree Nursing & Transition Programs (Health Occupations)

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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

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, EAQ, Canvas, and EHR.

1.4.3 Required General Education Outcome for this SLO (LINK to selection, use the LINK button)

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

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

In fall 2017, 29% of students scored 850 or higher on safe/effective care environment section of the Level I HESI. Not Met.

11% of Athens students scored 850 or higher = Not Met

30% of Kaufman students scored 850 or higher = 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 have worked on a document that will help students learn how to better complete concept care maps. Will require a certain number of satisfactory concept care maps.

Faculty have strengthened the HESI remediation and will continue to hold students more accountable to complete the remediation.

Faculty have added 5 questions from previous knowledge on each exam after the first one each semester to strengthen retention.

Faculty have formalized the process for having students document class lab hours each semester and have students address their areas of weakness. Starting in fall 2018, the students will attend class lab hours at the HSC and faculty will cover a variety of topics to help them be more successful including test-taking strategies, study skills, writing skills, etc. Students will be instructed to work towards novice Level in EAQ in Level I, especially in the Potter & Perry fundamentals section. The faculty will have students complete the practice HESI before taking the actual HESI.

1.4.5.4 Distance Learning: Analysis and Evaluation

11% of Athens students scored 850 or higher = Not Met

30% of Kaufman students scored 850 or higher = Not Met

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

Neither group met the benchmark so nothing will be done differently with regards to distance education. Changes will apply to both groups.

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, EAQ, Canvas, and EHR.

1.5.3 Required General Education Outcome for this SLO (LINK to selection, use the LINK button)

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

Total 34% scored 850 or higher on clinical judgment in HESI Level II - (36/105) Not met
Kaufman 34% scored 850 or higher - (33/96) Not met
Athens 33% scored 850 or higher - (3/9) Not met

1.5.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.5.5.3 Description of Changes

Faculty have worked on a document that will help students learn how to better complete concept care maps. Will require a certain number of satisfactory concept care maps.

Faculty have strengthened the HESI remediation and will continue to hold students more accountable to complete the remediation.

Faculty have added 5 questions from previous knowledge on each exam after the first one each semester to strengthen retention.

Faculty have formalized the process for having students document class lab hours each semester and have students address their areas of weakness. Starting in fall 2018, the students will attend class lab hours at the HSC and faculty will cover a variety of topics to help them be more successful including test-taking strategies, study skills, writing skills, etc. Students will be instructed to work towards novice Level in EAQ in Level I, especially in the Potter & Perry fundamentals section. The faculty will have students complete the practice HESI before taking the actual HESI.

1.5.5.4 Distance Learning: Analysis and Evaluation

11% of Athens students scored 850 or higher = Not Met
30% of Kaufman students scored 850 or higher = Not Met

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

Neither group met the benchmark so the changes will be needed for both groups. There will be no specific changes due to distance learning.

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, use the LINK button)

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

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, EAQ, Canvas, HESI Remediation from Level I, and EHR.

2.4.3 Required General Education Outcome for this SLO (LINK to selection, use the LINK button)

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

In spring of 2018 25/73 students scored 850 or higher on the clinical judgment section of the Level II HESI = 34%. Not met.

0/1 student in Athens scored 850 or higher = 0% Not met.

25/72 students in Kaufman scored 850 or higher = 35% Not met.

2.4.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

2.4.5.3 Description of Changes

Faculty have worked on a document that will help students learn how to better complete concept care maps. Will require a certain number of satisfactory concept care maps.

Faculty have strengthened the HESI remediation and will continue to hold students more accountable to complete the remediation.

Faculty have added 5 questions from previous knowledge on each exam after the first one each semester to strengthen retention.

Faculty have formalized the process for having students document class lab hours each semester and have students address their areas of weakness. Starting in fall 2018, the students will attend class lab hours at the HSC and faculty will cover a variety of topics to help them be more successful including test-taking strategies, study skills, writing skills, etc.- so hopefully this will help students in Level II next year. Students will be instructed to work towards novice Level in EAQ in Level II. The faculty will have students complete the practice HESI before taking the actual HESI.

2.4.5.4 Distance Learning: Analysis and Evaluation

0/1 student in Athens scored 850 or higher = 0% Not met.

25/72 students in Kaufman scored 850 or higher = 35% Not met.

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

Alternative assignment/activity

2.4.5.6 Distance Learning: Description of Changes

With only 1 student in Athens we will not be making any changes for distance education due to these results. Changes will be made for all students since neither met the benchmark.

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, EAQ, Canvas, HESI Remediation from Level I and EHR

2.5.3 Required General Education Outcome for this SLO (LINK to selection, use the LINK button)

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

Assessment -

Total 42% scored 850 or higher (31/73) Not met.

Kaufman 42% scored 850 or higher (30/72) Not met

Athens 100% scored 850 or higher (1/1) Met.

Analysis -

Total 34% scored 850 or higher (25/73) Not met

Kaufman 33% scored 850 or higher (24/72) Not met.

Athens 0% scored 850 or higher (0/1) Not Met

Planning

Total 49% scored 850 or higher (36/73) Not Met

Kaufman 50% scored 850 or higher (36/72) Not Met.

Athens 0% scored 850 or higher (0/1) Not Met

Implementation

Total 34% scored 850 or higher (25/73) Not met

Kaufman 35% scored 850 or higher (25/72) Not met.

Athens 0% scored 850 or higher (0/1). Not met.

Evaluation

Total 36% scored 850 or higher (26/73) Not Met

Kaufman 36% scored 850 or higher (26/72) Not Met.

Athens 100% scored 850 or higher (1/1) Met

Safe/Effective Care Environment

Total 58% scored 850 or higher (42/73) Met

Kaufman 57% scored 850 or higher (41/72) Met.

Athens 0% scored 850 or higher (0/1) Not Met

2.5.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

2.5.5.3 Description of Changes

Faculty have worked on a document that will help students learn how to better complete concept care maps. Will require a certain number of satisfactory concept care maps.

Faculty have strengthened the HESI remediation and will continue to hold students more accountable to complete the remediation.

Faculty have added 5 questions from previous knowledge on each exam after the first one each semester to strengthen retention.

Faculty have formalized the process for having students document class lab hours each semester and have students address their areas of weakness. Starting in fall 2018, the students will attend class lab hours at the HSC and faculty will cover a variety of topics to help them be more successful including test-taking strategies, study skills, writing skills, etc.- so hopefully this will help students in Level II next year. Students will be instructed to work towards novice Level in EAQ in Level II. The faculty will have students complete the practice HESI before taking the actual HESI.

2.5.5.4 Distance Learning: Analysis and Evaluation

Assessment -
Kaufman 42% scored 850 or higher (30/72) Not met
Athens 100% scored 850 or higher (1/1) Met.
Analysis -
Kaufman 33% scored 850 or higher (24/72) Not met.
Athens 0% scored 850 or higher (0/1) Not Met
Planning
Kaufman 50% scored 850 or higher (36/72) Not Met.
Athens 0% scored 850 or higher (0/1) Not Met
Implementation
Kaufman 35% scored 850 or higher (25/72) Not met.
Athens 0% scored 850 or higher (0/1). Not met.
Evaluation
Kaufman 36% scored 850 or higher (26/72) Not Met.
Athens 100% scored 850 or higher (1/1) Met
Safe/Effective Care Environment
Kaufman 57% scored 850 or higher (41/72) Met.
Athens 0% scored 850 or higher (0/1) Not Met

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

Alternative assignment/activity

2.5.5.6 Distance Learning: Description of Changes

With only one student at the distance site in the spring, we will not be making any changes due to distance education based on these results.

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, EAQ, Canvas, HESI Remediation from Level I and EHR.

2.6.3 Required General Education Outcome for this SLO (LINK to selection, use the LINK button)

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

2.6.4 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

Total - 32% of students scored 850 or higher on physiologic integrity section of Level II HESI. (23/73)
Not met

Kaufman - 32% of students scored 850 or higher (22/73) Not met

Athens - 100% of students scored 850 or higher (1/1) Met.

2.6.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

2.6.5.3 Description of Changes

Faculty have worked on a document that will help students learn how to better complete concept care maps. Will require a certain number of satisfactory concept care maps.

Faculty have strengthened the HESI remediation and will continue to hold students more accountable to complete the remediation.

Faculty have added 5 questions from previous knowledge on each exam after the first one each semester to strengthen retention.

Faculty have formalized the process for having students document class lab hours each semester and have students address their areas of weakness. Starting in fall 2018, the students will attend class lab hours at the HSC and faculty will cover a variety of topics to help them be more successful including test-taking strategies, study skills, writing skills, etc.- so hopefully this will help students in Level II next year. Students will be instructed to work towards novice Level in EAQ in Level II. The faculty will have students complete the practice HESI before taking the actual HESI.

2.6.5.4 Distance Learning: Analysis and Evaluation

Kaufman - 32% of students scored 850 or higher (22/73) Not met

Athens - 100% of students scored 850 or higher (1/1) Met.

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

Alternative assignment/activity

2.6.5.6 Distance Learning: Description of Changes

There will not be any changes specific to distance ed based on the results.

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, use the LINK button)

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, EAQ, and EHR.

3.4.3 Required General Education Outcome for this SLO (LINK to selection, use the LINK button)

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

Total - 40% (43/107) scored 850 or higher on the Level III HESI Safe/effective care environment - Not met
Kaufman - 30% (35/92) scored 850 or higher - Not met
Athens - 53% (8/15) scored 850 or higher - Not met

3.4.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

3.4.5.3 Description of Changes

Faculty have worked on a document that will help students learn how to better complete concept care maps. Will require a certain number of satisfactory concept care maps - this will help with assessment, analysis and implementation..
Faculty have strengthened the HESI remediation and will continue to hold students more accountable to complete the remediation.
Faculty have added 5 questions from previous knowledge on each exam after the first one each semester to strengthen retention.
Faculty have formalized the process for having students document class lab hours each semester and have students address their areas of weakness. Students will be instructed to work towards novice Level in EAQ in Level II and Intermediate for Level III and proficient for Level IV and hold students accountable - they will sign contract that they will do a certain number of questions each week until they meet the benchmarks. The HESI package was adopted for the class of 2020 so the students will have a practice HESI exam each semester.

3.4.5.4 Distance Learning: Analysis and Evaluation

Kaufman - 30% (35/92) scored 850 or higher - Not met

Athens - 53% (8/15) scored 850 or higher - Not met

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

Alternative assignment/activity

3.4.5.6 Distance Learning: Description of Changes

Neither group met the benchmark so the changes will apply to both groups. There will be no specific changes due to distance education.

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, EAQ, Canvas, HESI Remediation and EHR.

3.5.3 Required General Education Outcome for this SLO (LINK to selection, use the LINK button)

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

Total - 43% (46/107) scored 850 or higher on the clinical judgment section of Level III HESI - not met

Kaufman - 33% (38/92) scored 850 or higher - not met

Athens - 53% (8/15) scored 850 or higher - not met

3.5.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

3.5.5.3 Description of Changes

Faculty have worked on a document that will help students learn how to better complete concept care maps. Will require a certain number of satisfactory concept care maps - this will help with assessment, analysis and implementation..

Faculty have strengthened the HESI remediation and will continue to hold students more accountable to complete the remediation.

Faculty have added 5 questions from previous knowledge on each exam after the first one each semester to strengthen retention.

Faculty have formalized the process for having students document class lab hours each semester and have students address their areas of weakness. Students will be instructed to work towards novice Level in EAQ in Level II and Intermediate for Level III and proficient for Level IV and hold students

accountable - they will sign contract that they will do a certain number of questions each week until they meet the benchmarks. The HESI package was adopted for the class of 2020 so the students will have a practice HESI exam each semester.

3.5.5.4 Distance Learning: Analysis and Evaluation

Kaufman - 33% (38/92) scored 850 or higher - not met
Athens - 53% (8/15) scored 850 or higher - not met

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

Alternative assignment/activity

3.5.5.6 Distance Learning: Description of Changes

Neither group met the benchmark so all changes will apply to both groups. There will be no changes due to distance education.

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, Canvas, HESI Remediation, Canvas, EAQ, and EHR

3.6.3 Required General Education Outcome for this SLO (LINK to selection, use the LINK button)

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

Total - 43% (46/107) scored 850 or above on physiological integrity on the Level III HESI exam - not met

Kaufman 37% (42/92) scored 850 or higher - not met
Athens - 27% (4/15) scored 850 or higher - not met

3.6.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

3.6.5.3 Description of Changes

Faculty have worked on a document that will help students learn how to better complete concept care maps. Will require a certain number of satisfactory concept care maps - this will help with assessment, analysis and implementation..

Faculty have strengthened the HESI remediation and will continue to hold students more accountable to complete the remediation.

Faculty have added 5 questions from previous knowledge on each exam after the first one each semester to strengthen retention.

Faculty have formalized the process for having students document class lab hours each semester and have students address their areas of weakness. Students will be instructed to work towards novice Level in EAQ in Level II and Intermediate for Level III and proficient for Level IV and hold students accountable - they will sign contract that they will do a certain number of questions each week until they meet the benchmarks. The HESI package was adopted for the class of 2020 so the students will have a practice HESI exam each semester.

3.6.5.4 Distance Learning: Analysis and Evaluation

Kaufman 37% (42/92) scored 850 or higher - not met
Athens - 27% (4/15) scored 850 or higher - not met

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

Alternative assignment/activity

3.6.5.6 Distance Learning: Description of Changes

Since neither group met the benchmark, the changes will apply to both groups. There will be no changes due to distance education.

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, use the LINK button)

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

4.4 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, Canvas, HESI Remediation, EAQ, and EHR.

4.4.3 Required General Education Outcome for this SLO (LINK to selection, use the LINK button)

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

4.4.4 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

76/96 students scored 850 or higher on the safe/effective care environment of the HESI Exit Exam (1st attempt) in spring 2018 = 79% Met

11/14 students in Athens scored 850 or higher = 79% Met

65/82 students in Kaufman scored 850 or higher = 79% Met.

4.4.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

4.4.5.3 Description of Changes

Will continue current strategies and the changes determined for other outcomes. Will especially continue the push for students to get to the proficient level in all Client Needs areas of EAQ for NCLEX.

4.4.5.4 Distance Learning: Analysis and Evaluation

11/14 students in Athens scored 850 or higher = 79% Met

65/82 students in Kaufman scored 850 or higher = 79% Met.

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

Alternative assignment/activity

4.4.5.6 Distance Learning: Description of Changes

With both groups meeting the benchmark, there will be no changes specific to distance education.

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, use the LINK button)

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

Assessment -

Total 56% scored 850 or higher (54/96) Not met.

Kaufman 54% scored 850 or higher (44/82) Not met

Athens 71% scored 850 or higher (10/14) Met.

Analysis -

Total 59% scored 850 or higher (57/96) Not met

Kaufman 57% scored 850 or higher (47/82) Not met.

Athens 71% scored 850 or higher (10/14) Met

Planning

Total 69% scored 850 or higher (66/96) Met

Kaufman 67% scored 850 or higher (55/82) Met.

Athens 79% scored 850 or higher (11/14) Met

Implementation

Total 55% scored 850 or higher (53/96) Not met

Kaufman 56% scored 850 or higher (46/82) Not met.

Athens 50% scored 850 or higher (7/14). Not met.

Evaluation

Total 77% scored 850 or higher (74/96) Met
Kaufman 77% scored 850 or higher (63/82) Met.
Athens 79% scored 850 or higher (11/14) Met

4.5.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

4.5.5.3 Description of Changes

Faculty have worked on a document that will help students learn how to better complete concept care maps. Will require a certain number of satisfactory concept care maps - this will help with assessment, analysis and implementation..

Faculty have strengthened the HESI remediation and will continue to hold students more accountable to complete the remediation.

Faculty have added 5 questions from previous knowledge on each exam after the first one each semester to strengthen retention.

Faculty have formalized the process for having students document class lab hours each semester and have students address their areas of weakness. Students will be instructed to work towards novice Level in EAQ in Level II and Intermediate for Level III and proficient for Level IV and hold students accountable - they will sign contract that they will do a certain number of questions each week until they meet the benchmarks. The HESI package was adopted for the class of 2020 so the students will have a practice HESI exam each semester.

4.5.5.4 Distance Learning: Analysis and Evaluation

Kaufman 54% scored 850 or higher (44/82) Not met
Athens 71% scored 850 or higher (10/14) Met.

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

Alternative assignment/activity

4.5.5.6 Distance Learning: Description of Changes

The Athens group met the benchmark for 4 of 5 sections whereas Kaufman met 2 of 5. So there will be no changes due to distance learning specifically.

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, HESI Remediation, EAQ, and EHR.

4.6.3 Required General Education Outcome for this SLO (LINK to selection, use the LINK button)

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

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

Total - 61% scored 850 or higher on physiologic integrity section of HESI Exit Exam in spring of 2018 (59/96) Met
59.76% of Kaufman students scored 850 or higher (49/82) Not met.
71% of Athens students scored 850 or higher (10/14) Met.

4.6.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

4.6.5.3 Description of Changes

Faculty have worked on a document that will help students learn how to better complete concept care maps. Will require a certain number of satisfactory concept care maps.
Faculty have strengthened the HESI remediation and will continue to hold students more accountable to complete the remediation.
Faculty have added 5 questions from previous knowledge on each exam after the first one each semester to strengthen retention.
Faculty have formalized the process for having students document class lab hours each semester and have students address their areas of weakness. Students will be instructed to work towards novice Level in EAQ in Level II and Intermediate for Level III and proficient for Level IV and hold students accountable - they will sign contract that they will do a certain number of questions each week until they meet the benchmarks. The HESI package was adopted for the class of 2020 so the students will have a practice HESI exam each semester.

4.6.5.4 Distance Learning: Analysis and Evaluation

59.76% of Kaufman students scored 850 or higher (49/82) Not met.
71% of Athens students scored 850 or higher (10/14) Met.

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

Alternative assignment/activity

4.6.5.6 Distance Learning: Description of Changes

With Athens students meeting the benchmark there will be no changes related to distance learning specifically.

5 Course

Pre-Nursing Activities

5.1 Division-Department

Health Occupations

Program Name: ACCT.2401

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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, use the LINK button)

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

1.4.4 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 three per cent (93%) of the students accessed for this objective had success in achieving the objective. This is 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

For the Seven percent (7%) 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

In the Distance learning class for Accounting 2401, seventy seven per cent (77%) of the students accessed for this objective had success in achieving 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

students met the objective and no changes are anticipated.

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, use the LINK button)

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 |
| Career Entry Skills | Career Entry Skills (CE): 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

One hundred per cent (100%) 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 any of the students that need to help bring them up to an acceptable level of accomplishment

1.5.5.4 Distance Learning: Analysis and Evaluation

Sixty one 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

Use of individual tutors and use of the Cardinal Success Center for tutoring for the students that scored below the 70% level will help bring them up to an acceptable level of accomplishment. Additional problems need to be assigned in the textbook to give more reinforcement.

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, use the LINK button)

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 |

1.6.4 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

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

Eighty two per cent (82%) 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 accounting videos and listen to the accounting audio tapes that discuss and prepare the student to complete different methods of inventory

Program Name: ACCT.2402

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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, use the LINK button)

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 two seven per cent of the students assessed achieved success on the objective measured. This is 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

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

Ninety two percent of the students that were evaluated achieved success on the stated objective. This is a distance ed 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

Eight 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, use the LINK button)

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

One hundred per cent of the students accessed achieved success on the objective evaluated. This is a face to face class.

1.5.5.1 Analysis and Evaluation

No changes were indicated that needed to be made. 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

Eighty four per cent of the students accessed achieved success on the objective evaluated. This is an on line class.

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

Only sixteen per cent of the student did not achieve the 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.

Program Name: ACNT.1303

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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, use the LINK button)

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

1.4.4 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 six per cent (86%) of the students evaluated in the Accounting 1303 class scored 70% or higher on the administered assessment of the objective (leap)

This is a face to face course.

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

Eighty per cent (80%) of the students evaluated in the Accounting 1303 class scored 70% or higher on the administered assessment of the objective (leap).

This is an on-line 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

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 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, use the LINK button)

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

1.5.4 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 seven per cent (87%) of the students evaluated in the Accounting 1303 class scored 70% or higher on the administered assessment of the objective (leap).

This is a face to face course.

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

Eighty seven per cent (87%) of the students evaluated in the Accounting 1303 class scored 70% or higher on the administered assessment of the objective (leap).

This is an on-line course

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

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.

1.6 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, use the LINK button)

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

1.6.4 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 four per cent (94%) of the students evaluated in the Accounting 1303 class scored 70% or higher on the administered assessment of the objective (leap)

This was a face to face class.

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 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

Fifty one percent (51%) of the accessed students performed at a higher rate of performance that was required.

This was an on-line course.

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: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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

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, use the LINK button)

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 |

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

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

-Instructor suggested minor changes to the rubric. The section about the image slides for the presentation was unclear.

-Critical Thinking is up from the previous semester, but Teamwork still struggles to make the target goal. A proposed change is increased communication through Canvas previous to due date. If the target for Teamwork is still not reached in the Fall 2018 semester, the due date will be delayed an additional week.

1.4.5.4 Distance Learning: Analysis and Evaluation

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

-Review rubric and make changes as needed.

-Instructor noted that "numbers were down at last report for the area Teamwork. the proposed change of moving the time to a later date in the semester has increased the percentage of students scoring 7 out of 10, or 70%. this change will remain for the following semester with hopes that the current trend will continue. If numbers fall below 75%, a new project might be needed, although team participation is difficult in an online format.

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, use the LINK button)

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

The LEAPs for fall 2017 were not reported because of the death of Art instructor Gayle Martin. We rapidly secured three adjuncts, but we struggled that semester getting reports from them. Therefore, the only face-to-face outcomes we have are from spring 2018.

CT: 23/31=74%

COMM: 27/31=87%

SR:25/31=81%

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

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

Program Name: ARTS.1303

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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, use the LINK button)

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

CT: 25/27= 92% of students who submitted a portfolio earned at least 80% of the available points for correctly identifying examples of artistic elements within the community.

CM: 26/27=96% of students who submitted a portfolio earned 100% of the points available for effectively presenting their portfolio to the 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

Students who are not achieving should seek help from student support services if they need further assistance on the assignment.

1.4.5.4 Distance Learning: Analysis and Evaluation

N/A

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

N/A

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, use the LINK

button)

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

1.5.4 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

FTF: $8/12=66\%$ of the students worked effectively with their team members in the production of a timeline.

1.5.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.5.5.3 Description of Changes

Change the "teamwork" assignment to "Peer Review". Instructor had to make this modification in a class of five students. In addition, she had to modify the "timeline" and "peer review" for the distance learning at TDCJ. They were on lockdown for five weeks so many didn't complete these portions of the assignment.

1.5.5.4 Distance Learning: Analysis and Evaluation

N/A

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

N/A

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, use the LINK button)

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

23/27=85% of students who submitted a portfolio earned 100% of the points available for demonstrating their understanding of the artists' connection to their communities.

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

Students who are not achieving should seek help from student support services if they need further assistance on the assignment.

1.6.5.4 Distance Learning: Analysis and Evaluation

N/A

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

N/A

Program Name: BCIS.1305

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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, use the LINK button)

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

1.4.4 Measure of Success

75% of students evaluated will score a 70% on the project.

1.4.5 Data Summary

Seventy three percent (73%) of students assessed achieved seventy percent (70%) accuracy or greater when assessed on the learning outcomes in all classes. There were a total of 632 respondents with 464 achievers.

Seventy five percent (75%) of students assessed achieved seventy percent (70%) accuracy or greater when assessed on the learning outcomes in face to face classes. There were 317 respondents with 238 achievers.

Seventy two percent (72%) of students assessed achieved seventy percent (70%) accuracy or greater when assessed on the learning outcomes in distance classes. There were 315 respondents with 226 achievers.

1.4.5.1 Analysis and Evaluation

Seventy three percent (73%) of students assessed achieved seventy percent (70%) accuracy or greater when assessed on the learning outcomes in all classes. There were a total of 632 respondents with 464 achievers.

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

Distance students score slightly lower than face to face students. This may be due to a change in learning management systems as the course materials did not change. This LEAP will be retained and additional material will be provided to distance students so the learning success rate will be similar

1.4.5.5 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

Staff experience using the new LMS will result in improved methodologies for ensuring assignments are completed with the highest possible grade. In addition, students who seem to be under-performing will be counseled on techniques to improve their grades.

Program Name: BIOL.1406

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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 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, use the LINK button)

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 |
| 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%/ 75% will succeed

1.4.5 Data Summary

312 students from 17 face-to-face sections of Biol 1406, representing 3 main campuses and 6 high school campuses, were assessed for the fall semester. Percents of assessed students who were successful at reaching the benchmark 70% score, by Core Objective were:

COM - 60%
CT - 54%
EQR - 75%
TW - 75%

114 students from 3 distance learning (online) sections of Biol 1406, were assessed for the fall semester. Percents of assessed students who were successful at reaching the benchmark 70% score, by Core Objective were:

COM - 45%
CT - 37%
EQR - 56%
TW - 54%

56 students from 3 face-to-face sections of Biol 1406, representing 1 main campus, were assessed for the spring semester. Percents of assessed students who were successful at reaching the benchmark 70% score, by Core Objective were:

COM - 64%
CT - 21%
EQR - 52%
TW - 73%

65 students from 2 distance learning (online) sections of Biol 1406, were assessed for the spring semester. Percents of assessed students who were successful at reaching the benchmark 70% score, by Core Objective were:

COM - 38%
CT - 32%
EQR - 38%
TW - 54%

Those not available for assessment (probably an indication of the drop out rate) ranged from 15% for face-to-face students in the fall and 28% in the spring semester to 18% for distance learning students in the fall and spring semesters.

1.4.5.1 Analysis and Evaluation

The benchmark was not met for the face-to-face classes in communication or critical thinking in the fall or spring semesters. The benchmark was met for empirical and quantitative reasoning and teamwork in the fall semester for the face-to-face, but neither of these was met in the spring semester.

The distance learning classes did not meet the benchmarks for the core objectives in the fall or spring semesters.

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 biology faculty have agreed to broaden the experiments acceptable to complete for this outcome, but will continue to use the lab report as the assessment. The faculty are currently constructing a common rubric to use for assessing the lab reports to ensure the data reported is equal. We have adjusted the benchmark down for the 2018-2019 school year as we have not met all of the benchmarks set for the 2017-2018 school year.

1.4.5.4 Distance Learning: Analysis and Evaluation

The distance learning classes did not meet the benchmarks for the core objectives in the fall or spring semesters.

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 biology faculty have agreed to broaden the experiments acceptable to complete this outcome, but will continue to use the lab report as the assessment. The faculty are currently constructing a common rubric to use for assessing the lab reports to ensure the data reported is equal. We have adjusted the benchmark down for the 2018-2019 school year as we have not met all of the benchmarks set for the 2017-2018 school year.

Program Name: BIOL.1407

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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 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, use the LINK button)

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

Benchmarks 70%

Goals 75% reach benchmark

1.4.5 Data Summary

54 students from 3 face-to-face sections of Biol 1407, representing 2 main campuses, were assessed for the fall semester. Percents of assessed students who were successful at reaching the benchmark 70% score, by Core Objective were:

COM - 87%

CT - 70%

EQR - 94%

TW - 61%

114 students from 1 distance learning (online) sections of Biol 1407, were assessed for the fall semester. Percents of assessed students who were successful at reaching the benchmark 70% score, by Core Objective were:

COM - 57%

CT - 50%

EQR - 50%

TW - 29%

234 students from 14 face-to-face sections of Biol 1407, representing 2 main campuses and 6 high school campuses, were assessed for the spring semester. Percents of assessed students who were successful at reaching the benchmark 70% score, by Core Objective were:

COM - 85%

CT - 83%

EQR - 89%

TW - 82%

89 students from 3 distance learning (online) sections of Biol 1407, were assessed for the spring semester. Percents of assessed students who were successful at reaching the benchmark 70% score, by Core Objective were:

COM - 54%

CT - 63%

EQR - 58%

TW - 60%

Those not available for assessment (probably an indication of the drop out rate) ranged from 5% for face-to-face students in the fall and 6% in the spring semester to 9% for distance learning students in the fall and 0% in the spring semester.

1.4.5.1 Analysis and Evaluation

The benchmark was met for the face-to-face classes in communication and empirical and quantitative reasoning in the fall and spring semesters. The benchmark was met for teamwork and critical thinking in the spring semester for the face-to-face classes, but the critical thinking benchmark was not met in the fall semester.

The distance learning classes did not meet the benchmarks for the core objectives in the fall or spring semesters.

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 biology faculty have agreed to broaden the experiments acceptable to complete this outcome, but will continue to use the lab report as the assessment. The faculty are currently constructing a common rubric to use for assessing the lab reports to ensure the data reported is equal. We have adjusted the benchmark down for the 2018-2019 school year as we have not met all of the benchmarks set for the 2017-2018 school year.

1.4.5.4 Distance Learning: Analysis and Evaluation

The distance learning classes did not meet the benchmarks for the core objectives in the fall or spring semesters.

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 biology faculty have agreed to broaden the experiments acceptable to complete for this outcome, but will continue to use the lab report as the assessment. The faculty are currently constructing a common rubric to use for assessing the lab reports to ensure the data reported is equal. We have adjusted the benchmark down for the 2018-2019 school year as we have not met all of the benchmarks set for the 2017-2018 school year.

Program Name: BIOL.2401

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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 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, use the LINK button)

General Outcomes Links

| General Education (Use | General 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 70%/ goal 70% achieve

1.4.5 Data Summary

357 students from 16 face-to-face sections of Biol 2401, representing 3 main campuses and 3 high school campuses, were assessed for the fall semester. Percents of assessed students who were successful at reaching the benchmark 70% score, by Core Objective were:

COM - 72%

CT - 60%

EQR - 74%

TW - 82%

87 students from 3 distance learning (online) sections of Biol 2401, were assessed for the fall semester. Percents of assessed students who were successful at reaching the benchmark 70% score, by Core Objective were:

COM - 67%

CT - 60%

EQR - 74%

TW - 82%

152 students from 7 face-to-face sections of Biol 2401, representing 1 main campus, were assessed for the spring semester. Percents of assessed students who were successful at reaching the benchmark 70% score, by Core Objective were:

COM - 49%

CT - 46%

EQR - 71%

TW - 72%

90 students from 3 distance learning (online) sections of Biol 2401, were assessed for the spring semester. Percents of assessed students who were successful at reaching the benchmark 70% score, by Core Objective were:

COM - 69%

CT - 37%

EQR - 76%

TW - 67%

Those not available for assessment (probably an indication of the drop out rate) ranged from 8% for face-to-face students in the fall and 12% in the spring semester to 17% for distance learning students in the fall and 11% in the spring semester.

1.4.5.1 Analysis and Evaluation

The benchmark was not met for the face-to-face classes in critical thinking in the fall semester. The

benchmarks for communication, empirical and quantitative reasoning, and teamwork were all met successfully in the fall face-to-face classes.

The core objectives met in the spring face-to-face classes was empirical and quantitative reasoning and teamwork, comm were unsuccessful.

The benchmarks for all four core objectives were not met for the fall distance learning classes. The spring distance learning classes were successful in empirical and quantitative reasoning, but were unsuccessful in the other three 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

The biology faculty have agreed to broaden the experiments acceptable to complete this outcome, but will continue to use the lab report as the assessment. The faculty are currently constructing a common rubric to use for assessing the lab reports to ensure the data reported is equal. We have adjusted the benchmark down for the 2018-2019 school year as we have not met all of the benchmarks set for the 2017-2018 school year.

1.4.5.4 Distance Learning: Analysis and Evaluation

The benchmarks for all four core objectives were not met for the fall distance learning classes. The spring distance learning classes were successful in empirical and quantitative reasoning, but were unsuccessful in the other three core objectives.

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 biology faculty have agreed to broaden the experiments acceptable to complete for this outcome, but will continue to use the lab report as the assessment. The faculty are currently constructing a common rubric to use for assessing the lab reports to ensure the data reported is equal. We have adjusted the benchmark down for the 2018-2019 school year as we have not met all of the benchmarks set for the 2017-2018 school year.

Program Name: BIOL.2402

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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 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, use the LINK button)

General Outcomes Links

| General | General |
|----------------|---------|
|----------------|---------|

| | |
|----------------------------------|--------------------|
| Education (Use for LEAPs) | 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 80%/goal is 75% achieve

1.4.5 Data Summary

80 students from 4 face-to-face sections of Biol 2402, representing 3 main campuses, were assessed for the fall semester. Percents of assessed students who were successful at reaching the benchmark 80% score, by Core Objective were:

COM - 84%
 CT - 86%
 EQR - 59%
 TW - 86%

50 students from 2 distance learning (online) sections of Biol 2402, were assessed for the fall semester. Percents of assessed students who were successful at reaching the benchmark 80% score, by Core Objective were:

COM - 59%
 CT - 53%
 EQR - 56%
 TW - 61%

234 students from 13 face-to-face sections of Biol 2402, representing 3 main campuses and 3 high school campuses, were assessed for the spring semester. Percents of assessed students who were successful at reaching the benchmark 80% score, by Core Objective were:

COM - 85%
 CT - 83%
 EQR - 89%
 TW - 82%

18 students from 2 distance learning (online) sections of Biol 2402, were assessed for the spring semester. Percents of assessed students who were successful at reaching the benchmark 80% score, by Core Objective were:

COM - 89%
 CT - 100%
 EQR - 100%
 TW - 89%

Those not available for assessment (probably an indication of the drop out rate) ranged from 5% for face-to-face students in the fall and 6% in the spring semesters to 9% for distance learning students in the fall and 0% in the spring semesters.

1.4.5.1 Analysis and Evaluation

The benchmark was not met for the face-to-face classes in empirical and quantitative reasoning in the fall semester. The benchmarks for communication, empirical and quantitative reasoning, and teamwork were all met successfully in the fall face-to-face classes.

All core objectives were met in the spring face-to-face classes.

The benchmarks for all four core objectives were not met for the fall distance learning classes. The spring distance learning classes were successful in all four core objectives.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.4.5.3 Description of Changes

The biology faculty have agreed to change the activity to an experiment to complete this outcome and will use a lab report as the assessment. The faculty are currently constructing a common rubric to use for assessing the lab reports to ensure the data reported is equal.

1.4.5.4 Distance Learning: Analysis and Evaluation

The benchmarks for all four core objectives were not met for the fall distance learning classes. The spring distance learning classes were successful in all four core objectives.

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

The biology faculty have agreed to change the activity to an experiment to complete this outcome and will use a lab report as the assessment. The faculty are currently constructing a common rubric to use for assessing the lab reports to ensure the data reported is equal.

Program Name: BIOL.2404
Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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 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, use the LINK button)

General Outcomes Links

| | |
|-------------------------------|-------------------|
| General Education (Use | General 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 70%/Goal 75%

1.4.5 Data Summary

31 students from 2 face-to-face sections of Biol 2404, representing 2 main campuses, were assessed for the fall semester. Percents of assessed students who were successful at reaching the benchmark 70% score, by Core Objective were:

COM - 78%

CT - 67%

EQR - 85%

TW - 89%

21 students from 1 distance learning (online) sections of Biol 2404, were assessed for the fall semester. Percents of assessed students who were successful at reaching the benchmark 70% score, by Core Objective were:

COM - 43%

CT - 43%

EQR - 43%

TW - 0%

35 students from 3 face-to-face sections of Biol 2404, representing 2 main campuses, were assessed for the spring semester. Percents of assessed students who were successful at reaching the benchmark 70% score, by Core Objective were:

COM - 60%

CT - 57%

EQR - 57%

TW - 71%

18 students from 1 distance learning (online) sections of Biol 2404, were assessed for the spring semester. Percents of assessed students who were successful at reaching the benchmark 70% score, by Core Objective were:

COM - 44%

CT - 44%

EQR - 44%

TW - 39%

Those not available for assessment (probably an indication of the drop out rate) ranged from 4% for face-to-face students in the fall and 11% in the spring semester to 52% for distance learning students in the fall and 22% for the spring semester.

1.4.5.1 Analysis and Evaluation

The benchmark was not met for the face-to-face classes in critical thinking in the fall semester. The

benchmarks for communication, empirical and quantitative reasoning, and teamwork were all met successfully in the fall face-to-face classes.

The benchmarks for all four core objectives were not met for the spring face-to-face classes, fall distance learning classes, and spring distance learning 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 biology faculty have agreed to broaden the experiments acceptable to complete this outcome, but will continue to use the lab report as the assessment. The faculty are currently constructing a common rubric to use for assessing the lab reports to ensure the data reported is equal. We have adjusted the benchmark down for the 2018-2019 school year as we have not met all of the benchmarks set for the 2017-2018 school year.

1.4.5.4 Distance Learning: Analysis and Evaluation

The benchmarks for all four core objectives were not met for fall or spring distance learning classes.

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 biology faculty have agreed to broaden the experiments acceptable to complete for this outcome, but will continue to use the lab report as the assessment. The faculty are currently constructing a common rubric to use for assessing the lab reports to ensure the data reported is equal. We have adjusted the benchmark down for the 2018-2019 school year as we have not met all of the benchmarks set for the 2017-2018 school year.

Program Name: BIOL.2420

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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 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, use the LINK button)

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 |
| 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

95 students from 4 face-to-face sections of Biol 2420, representing 3 main campuses, were assessed for the fall semester. Percents of assessed students who were successful at reaching the benchmark 80% score, by Core Objective were:

COM - 60%

CT - 69%

EQR - 73%

TW - 68%

67 students from 2 distance learning (online) sections of Biol 2420, were assessed for the fall semester. Percents of assessed students who were successful at reaching the benchmark 80% score, by Core Objective were:

COM - 49%

CT - 3%

EQR - 55%

TW - 72%

76 students from 6 face-to-face sections of Biol 2420, representing 3 main campuses, were assessed for the spring semester. Percents of assessed students who were successful at reaching the benchmark 80% score, by Core Objective were:

COM - 53%

CT - 57%

EQR - 57%

TW - 84%

33 students from 1 distance learning (online) sections of Biol 2420, were assessed for the spring semester. Percents of assessed students who were successful at reaching the benchmark 80% score, by Core Objective were:

COM - 52%

CT - 15%

EQR - 76%

TW - 88%

Those not available for assessment (probably an indication of the drop out rate) ranged from 12% for face-to-face students in the fall and 28% in the spring semester to 18% for distance learning students in the fall and spring semesters.

1.4.5.1 Analysis and Evaluation

All benchmarks were not met for the face-to-face classes in the fall semester.

The only core objective met in the spring face-to-face classes was teamwork, all other were

unsuccessful.

The benchmarks for all four core objectives were not met for the fall distance learning classes. The spring distance learning classes were successful in teamwork, but were unsuccessful in the other three core objectives.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.4.5.3 Description of Changes

The biology faculty have agreed to change the activity to an experiment to complete this outcome and will use a lab report as the assessment. The faculty are currently constructing a common rubric to use for assessing the lab reports to ensure the data reported is equal.

1.4.5.4 Distance Learning: Analysis and Evaluation

The benchmarks for all four core objectives were not met for the fall distance learning classes. The spring distance learning classes were successful in teamwork, but were unsuccessful in the other three core objectives.

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

The biology faculty have agreed to change the activity to an experiment to complete this outcome and will use a lab report as the assessment. The faculty are currently constructing a common rubric to use for assessing the lab reports to ensure the data reported is equal.

Program Name: BMGT.1327

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

Communication and Entry-level skills

The student will use their communication skills to interview a manager and ask eight specific questions about their managerial position. This interview activity will give the student valuable information for entry-level supervision skills that will be needed as they obtain employment after graduation.

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, use the LINK button)

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 |
| Career Entry Skills | Career Entry Skills (CE): 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

Fall 2017: In the Principles of Management class, both face to face and online the students had to interview a manager with 2 - 5 years of experience and learn about their job, qualifications and challenges they face on a daily basis. The student will prepare the assignment after the interview and include the detailed responses by using complete sentences. The benchmark is that 80% of the evaluated students will demonstrate an ability of 75% mastery of the objective.

1.4.5.1 Analysis and Evaluation

In the face to face class, ten students completed the manager interview and 100% of the students scored 75% or better.

AT TDCJ: Spring 2018 23 students or 100% of the students scored 75% or better on this assessment. The manager interview checklist/rubric is attached.

[PM Manager Interview checklist](#) [DOCX 34 KB DEC 11, 2017]

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

Fall 2017: 80% of the evaluated students will demonstrate an ability of 80% mastery of the objective. I will increase 75% to 80% for the Spring 2018 semester.

1.4.5.4 Distance Learning: Analysis and Evaluation

Fall 2017: In the Distance Learning class, 18 students out of 21 completed the SLO, meaning 86% of the students evaluated demonstrated an ability of 75% mastery of the objective.

Spring 2018: In the online class, 29 students out of 32 completed the SLO, meaning 91% of the students evaluated demonstrated an ability of 75% mastery of the objective.

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

80% of the evaluated students will demonstrate an ability of 80% mastery of the objective. I will increase 75% to 80% for the Spring 2018 semester.

Program Name: BMGT.1341

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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 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, use the LINK button)

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

70% of the evaluated students will demonstrate an ability of 70% mastery of the objective.

1.4.5 Data Summary

In Business Ethics Fall 2017, TDCJ, 17 students completed the case study, which covers ethical dilemmas, stakeholders, and appropriate actions to take depending on certain theories. All 17 students met the objective by making a score of 70% or above. The overall class objective was met because 100% of the class members that completed the case study met the learning outcome.

1.4.5.1 Analysis and Evaluation

See attached grading rubric.

[BMGT 1341 Leap Data Info](#) [DOCX 16 KB DEC 11, 2017]

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

Increase mastery of the objective from 70% to 72% in Fall of 2018.

1.4.5.4 Distance Learning: Analysis and Evaluation

In Business Ethics Fall 2017 online, 11 students completed the case study, which covers ethical dilemmas, stakeholders, and appropriate actions to take depending on certain theories. All 11 students met the objective by making a score of 70% or above. The overall class objective was met because 100% of the class members that completed the case study met the learning outcome.

Results from Business Ethics in Spring 2018 online (total of 29 students):

A: 21

B: 2

C: 1

D: 0

F: 5

24 students out of 29 mastered the objectives (82.8%).

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

Increase mastery of the objective from 70% to 72% in Fall of 2018

Program Name: BUSG.2309

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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, use the LINK button)

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

Students at TDCJ prepared a business plan for a new start-up business that matches their skills and experience or an existing or expanded business venture. The plan consisted of an executive summary, marketing plan, organizational plan and the financial plan. The benchmark of 75% of the evaluated students will demonstrate an ability of 70% mastery of the objective.

1.4.5.1 Analysis and Evaluation

During Fall 2017 at TDCJ, 50 students met the student learning outcome out of 52 students enrolled, resulting in 96% meeting the benchmark successfully and scoring 70% or above. During Spring 2018 at TDCJ, 29 students or 100% met the student learning outcome, by scoring 70% or above.

[Business Plan Rubric \(1\) revised 2017](#) [DOC 37 KB DEC 13, 2017]

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 teams working together on this business plan project as a business partnership or LLC and to collaborate based on the different experience levels of the students working together in the team.

1.4.5.4 Distance Learning: Analysis and Evaluation

Spring 2018: In the Distance Learning class, 19 students out of 22 completed the SLO, meaning 86% of the students evaluated demonstrated an ability of 70% or better mastery of the objective.

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 can help the students be more successful, if I will require the business plan revisions immediately after HW 2, which is the rough draft of the business plan. I have noticed that if they are not required to immediately research and make the revisions they will not follow through and improve on their original submission of their business plan.

Program Name: CHEM.1405

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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 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, use the LINK button)

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

The benchmark for success is 70%. The goal is 75% of students achieve success.

1.4.5 Data Summary

41 students from 3 face-to-face sections of CHEM 1405, representing 2 main campuses, were assessed for the fall semester. Percents of assessed students who were successful at reaching the benchmark 70% score, by Core Objective were:

COM - 68%

CT - 71%

EQR - 66%

TW - 80%

27 students from 1 distance learning (online) sections of CHEM 1405, were assessed for the fall semester. Percents of assessed students who were successful at reaching the benchmark 70% score, by Core Objective were:

COM - 93%

CT - 78%

EQR - 81%

TW - 56%

16 students from 1 face-to-face sections of CHEM 1405, representing 1 main campus, were assessed for the spring semester. Percents of assessed students who were successful at reaching the benchmark 70% score, by Core Objective were:

COM - 100%

CT - 100%

EQR - 100%

TW - 100%

32 students from 1 distance learning (online) sections of CHEM 1405, were assessed for the spring semester. Percents of assessed students who were successful at reaching the benchmark 70% score, by Core Objective were:

COM - 91%

CT - 94%

EQR - 94%

TW - 25%

Those not available for assessment (probably an indication of the drop out rate) ranged from 17% for face-to-face students in the fall and 0% in the spring semester to 4% for distance learning students in the fall and 9% in the spring semester.

1.4.5.1 Analysis and Evaluation

The teamwork benchmark was met for the fall face-to-face classes. Communication, critical thinking, and empirical and quantitative reasoning benchmarks were not met. All four core objective benchmarks were met for the spring face-to-face classes.

Communication, critical thinking, and empirical thinking core objective benchmarks were met in the distance learning classes in the fall and spring semester, the teamwork benchmark was not met.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.4.5.3 Description of Changes

The chemistry faculty have agreed to broaden the experiments acceptable to complete for this outcome, but will continue to use the lab report as the assessment. The faculty are currently constructing a common rubric to use for assessing the lab reports to ensure the data reported is equal. We have adjusted the benchmark down for the 2018-2019 school year as we have not met all of the benchmarks set for the 2017-2018 school year.

1.4.5.4 Distance Learning: Analysis and Evaluation

Communication, critical thinking, and empirical thinking core objective benchmarks were met in the distance learning classes in the fall and spring semester, the teamwork benchmark was not met.

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

The chemistry faculty have agreed to broaden the experiments acceptable to complete for this outcome, but will continue to use the lab report as the assessment. The faculty are currently constructing a common rubric to use for assessing the lab reports to ensure the data reported is equal. We have adjusted the benchmark down for the 2018-2019 school year as we have not met all of the benchmarks set for the 2017-2018 school year.

Program Name: CHEM.1411

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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 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, use the LINK button)

General Outcomes Links

| General | General |
|---------|---------|
|---------|---------|

| Education (Use for LEAPs) | 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 75% achieve benchmark.

1.4.5 Data Summary

63 students from 4 face-to-face sections of CHEM 1411, representing 2 main campuses and 1 high school campus, were assessed for the fall semester. Percents of assessed students who were successful at reaching the benchmark 70% score, by Core Objective were:

COM - 75%

CT - 73%

EQR - 65%

TW - 84%

32 students from 1 distance learning (online) sections of CHEM 1411, were assessed for the fall semester. Percents of assessed students who were successful at reaching the benchmark 70% score, by Core Objective were:

COM - 88%

CT - 81%

EQR - 84%

TW - 16%

36 students from 1 distance learning (online) sections of CHEM 1411, were assessed for the spring semester. Percents of assessed students who were successful at reaching the benchmark 70% score, by Core Objective were:

COM - 94%

CT - 100%

EQR - 100%

TW - 22%

Those not available for assessment (probably an indication of the drop out rate) ranged from 14% for face-to-face students in the fall to 13% for distance learning students in the fall and 6% in the spring semester.

1.4.5.1 Analysis and Evaluation

Communication and teamwork benchmarks were met for the fall face-to-face classes. Critical thinking and empirical and quantitative reasoning benchmarks were not met.

Communication, critical thinking, and empirical thinking core objective benchmarks were met in the face-to-face and distance learning classes in the spring semester, the teamwork benchmark was not met.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.4.5.3 Description of Changes

The chemistry faculty have agreed to broaden the experiments acceptable to complete for this outcome, but will continue to use the lab report as the assessment. The faculty are currently constructing a common rubric to use for assessing the lab reports to ensure the data reported is equal. We have adjusted the benchmark down for the 2018-2019 school year as we have not met all of the benchmarks set for the 2017-2018 school year.

1.4.5.4 Distance Learning: Analysis and Evaluation

Communication, critical thinking, and empirical thinking core objective benchmarks were met in the distance learning classes in the spring semester, the teamwork benchmark was not met.

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

The chemistry faculty have agreed to broaden the experiments acceptable to complete for this outcome, but will continue to use the lab report as the assessment. The faculty are currently constructing a common rubric to use for assessing the lab reports to ensure the data reported is equal. We have adjusted the benchmark down for the 2018-2019 school year as we have not met all of the benchmarks set for the 2017-2018 school year.

Program Name: CHEM.1412

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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 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, use the LINK button)

General Outcomes Links

| General | General |
|---------|---------|
|---------|---------|

| Education (Use for LEAPs) | 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 75% achieve benchmark.

1.4.5 Data Summary

18 students from 2 face-to-face sections of CHEM 1412, representing 1 main campus and 1 high school campus, were assessed for the spring semester. Percents of assessed students who were successful at reaching the benchmark 70% score, by Core Objective were:

COM - 89%

CT - 89%

EQR - 78%

TW - 100%

16 students from 1 distance learning (online) sections of CHEM 1412, were assessed for the spring semester. Percents of assessed students who were successful at reaching the benchmark 70% score, by Core Objective were:

COM - 100%

CT - 100%

EQR - 100%

TW - 0%

Those not available for assessment (probably an indication of the drop out rate) ranged from 6% for face-to-face students in the spring semester to 0% for distance learning students in the spring semester.

1.4.5.1 Analysis and Evaluation

All four core objective benchmarks were met for the spring face-to-face classes.

Communication, critical thinking, and empirical thinking core objective benchmarks were met in the distance learning classes in the spring semester, the teamwork benchmark was not met.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.4.5.3 Description of Changes

The chemistry faculty have agreed to broaden the experiments acceptable to complete for this outcome, but will continue to use the lab report as the assessment. The faculty are currently constructing a common rubric to use for assessing the lab reports to ensure the data reported is equal. We have adjusted the benchmark down for the 2018-2019 school year as we have not met all of the benchmarks set for the 2017-2018 school year.

1.4.5.4 Distance Learning: Analysis and Evaluation

Communication, critical thinking, and empirical thinking core objective benchmarks were met in the distance learning classes in the spring semester, the teamwork benchmark was not met.

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

The chemistry faculty have agreed to broaden the experiments acceptable to complete for this outcome, but will continue to use the lab report as the assessment. The faculty are currently constructing a common rubric to use for assessing the lab reports to ensure the data reported is equal. We have adjusted the benchmark down for the 2018-2019 school year as we have not met all of the benchmarks set for the 2017-2018 school year.

Program Name: COSC.1336

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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, use the LINK button)

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(attempted) 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

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

1.4.5.3 Description of Changes

Since 100% of the students that attempted the program 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 all classes.

LEAP was accomplished.

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

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: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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, use the LINK button)

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

91% 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

Redefine benchmark level (increase, if benchmark is met)

1.4.5.3 Description of Changes Benchmark

65% students will score 75 or higher

1.4.5.4 Distance Learning: Analysis and Evaluation

88% 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

Redefine benchmark level (increase, if benchmark is met)

1.4.5.6 Distance Learning: Description of Changes Benchmark change

65% students will score 75 or higher

Program Name: CRIJ.1310

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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, use the LINK button)

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

82% 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

Redefine benchmark level (increase, if benchmark is met)

1.4.5.3 Description of Changes Benchmark increase

65% students will score 75 or higher

1.4.5.4 Distance Learning: Analysis and Evaluation

84% 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

Redefine benchmark level (increase, if benchmark is met)

1.4.5.6 Distance Learning: Description of Changes Benchmark increase

65% students will score 75 or higher

Program Name: CRIJ.2328

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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, use the LINK button)

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

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

100% 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

Redefine benchmark level (increase, if benchmark is met)

1.4.5.3 Description of Changes

no changes required

1.4.5.4 Distance Learning: Analysis and Evaluation

82% 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

Redefine benchmark level (increase, if benchmark is met)

1.4.5.6 Distance Learning: Description of Changes benchmark increase

65% OF STUDENTS WILL SCORE 75 OR BETTER

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, use the LINK button)

General Outcomes Links

General General

| Education (Use for LEAPs) | 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 |

1.5.4 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

86% of students completed the course with a 75 or higher.

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 increase

65% OF STUDENTS WILL SCORE 75 OR BETTER

1.5.5.4 Distance Learning: Analysis and Evaluation

82% 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

Redefine benchmark level (increase, if benchmark is met)

1.5.5.6 Distance Learning: Description of Changes benchmark increase

65% OF STUDENTS WILL SCORE 75 OR BETTER

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, use the LINK button)

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

100% 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

Redefine benchmark level (increase, if benchmark is met)

1.6.5.3 Description of Changes benchmark increase

65% OF STUDENTS WILL SCORE 75 OR BETTER

1.6.5.4 Distance Learning: Analysis and Evaluation

82% 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

Redefine benchmark level (increase, if benchmark is met)

1.6.5.6 Distance Learning: Description of Changes benchmark increase

65% OF STUDENTS WILL SCORE 75 OR BETTER

Program Name: DEVL.0309

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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

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, use the LINK button)

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

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

Since this is one of the most important outcomes in this course, faculty focused heavily in many ways to foster success in this area. We succeeded in our goal, with 75% of our students successfully completing the task.

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

All future course will be delivered using the co-requisite model.

1.4.5.4 Distance Learning: Analysis and Evaluation

Students were less successful in completing the task in the online environment, something that we have seen in the past. The success rate was only 65%, so we did not meet our goal.

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

All future course will be delivered using the co-requisite model.

Program Name: DEVL.0310

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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

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, use the LINK button)

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

1.4.4 Measure of Success

All DevI 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

Our students met the goal, as we had an 80% success rate.

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

All future course will be delivered using the co-requisite model.

1.4.5.4 Distance Learning: Analysis and Evaluation

Our students met this goal, with a success rate of 83%

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

All future course will be delivered using the co-requisite model.

Program Name: DEVL.0316
Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Foundation of Mathematical Reasoning 0316 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, use the LINK button)

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

1.4.4 Measure of Success

All Devl 00316 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 0316 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

Our students surpassed this goal, with a completion rate of 93%

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

All future course will be delivered using the co-requisite model.

1.4.5.4 Distance Learning: Analysis and Evaluation

An amazing 100% of those tested met the goal.

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

All future course will be delivered using the co-requisite model.

Program Name: DRAM.1310

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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 who complete DRAM 1310 Theatre Appreciation will be able to define theatre and its role within society, demonstrate a clear understanding of how theatrical performances are created both in and out of a traditional theatre environment, and justify their thoughts and opinions on a performance using specific examples to illustrate their points and defend their arguments.

1.4.2 Learning Activities Theatrical performance critique

The performance critique will be used to assess critical thinking, social responsibility, and communication. Critical thinking skills are needed to critically analyze the performance and provide bases for their opinions, it would be a fulfillment of a social responsibility to participate in a social event such as attending a public performance of some kind and participate as an effective audience member, and the written critique would provide assessment of communication skills.

1.4.3 Required General Education Outcome for this SLO (LINK to selection, use the LINK button)

General Outcomes Links

General General

| Education (Use for LEAPs) | 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 |

1.4.4 Measure of Success

Social Responsibility-- 90% of the students will achieve 100% of the points available on the social responsibility portion of the rubric due to their attendance of the theatrical performance

Communication-- 75% of the possible points on a rubric that assesses their communication skills, based on effective writing criteria

Critical Thinking-- 70% will score at least 75% of the possible points on a rubric that assesses the quality of their analysis and support for their opinions

1.4.5 Data Summary

1.4.5.1 Analysis and Evaluation

SR: 117/152=77% of the students achieve 100% of the points available on the social responsibility portion of the rubric due to their attendance of a theatrical performance. This falls short of the 90% required. This is primarily attributed to the Terrell campus. Those students do not seek out live performances, nor does their instructor emphasize the importance of attendance of a live performance.

COMM: 67/152=64% of students achieved 75% of the possible points on a rubric that assesses their communication skills based on effective writing criteria. This falls short of the 90% requirement.

CT: 97/152=64% of the students scored at least 75% of the possible points on a rubric that assesses the quality of their analysis and support for their opinions. This falls short of the 70% requirement.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.4.5.3 Description of Changes

-I will include other types of performances to be reviewed, such as dance or concerts, to give more perspective of how Theatrical elements are utilized in other types of performance.

-We need to revisit the requirement for attending a live production. I encourage it, but our opportunities are rather limited without a theater department on campus. I try to use taped versions of live productions for this project for this reason.

-Potentially investing in a database or system or live stream so students that have transportation issues or scheduling conflicts more opportunity to complete the assignment. I do offer alternatives if transportation or schedule are an issue, but I think there is better system than provided hard copy dvds, partly because I have finite number of copies.

1.4.5.4 Distance Learning: Analysis and Evaluation

SR: 30/35=86% of the students who submitted a critique and achieved 80% of the points available on the SR portion of the rubric due to their attendance of the theatrical performance. This falls short of the 90% target.

Comm: 32/35=91% of the students who achieved a minimum of 80% of the points available on the communication portion of the rubric based on effective application of writing skills in the analysis. This exceeds the 75% target.

CT: 29/35=83% of the students scored at least 75% of the possible points on the rubric that assesses the quality of their analysis and support of their opinions. This exceeds the 70% target.

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 will include other types of performances to be reviewed, such as dance or concerts, to give more perspective of how Theatrical elements are utilized in other types of performance.

1.5 Measured Outcome

1.5.1 Student Learning Outcomes

Students who complete DRAM 1310 Theatre Appreciation will be able to demonstrate an understanding of the collaborative process.

1.5.2 Learning Activities Group project

A group project will be used to assess teamwork skills. This project will allow students to collaborate by working together to present or submit a unified concept, designs, and performance (performance optional) of the selected play or scene. Each group member will be assigned or assign amongst themselves roles designated by the instructor. This project utilizes and demonstrates the imperativeness of working with others in a theatrical production process and would provide assessment for teamwork.

1.5.3 Required General Education Outcome for this SLO (LINK to selection, use the LINK button)

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 |
|----------|--|

1.5.4 Measure of Success

100% will be present for the teamwork portion of the assignment and will fulfill the expectations of being an effective participant in a group assignment by working to assist the group to achieve its goal

1.5.5 Data Summary

1.5.5.1 Analysis and Evaluation

138/165=84% of the students were present for the teamwork portion of the assignment and fulfilled the expectations of being an effective participant in a group assignment by working to assist the group to achieve its goal. This falls short of 100%.

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

-I will allow students to select their teammates. I will also allow for options as to the play they will conceptualize.

-Im going to incorporate more about staging mechanics when I lecture about the director. The scenes the students perform in class are great and I get a lot of good feedback from students that it helps the principles discussed in class click for them. However, I keep seeing the same staging issues each semester of having backs to audiences, not understanding that staging for theatre we cheat a lot in realistic scenarios for everyone to be seen and heard. I think if I gave the students specific examples of blocking, like I do with the other areas it would help the directors be more confident.

1.5.5.4 Distance Learning: Analysis and Evaluation

TW 33/34=97% of Students were present for the teamwork portion of the assignment and fulfilled the expectations of being an effective participant in a group assignment by working to assist the group to achieve its goal. This falls just short of the 100% target.

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

present for the teamwork portion of the assignment and fulfilled the expectations of being an effective participant in a group assignment by working to assist the group to achieve its goal

Program Name: DRAM.2366

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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, use the LINK button)

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 |
|-------------------|---|

1.4.4 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

CT 40/49=82% 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. This exceeds the 75% target.

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.

1.4.5.4 Distance Learning: Analysis and Evaluation

CT 55/60=92% 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. This number exceeds the target of 75%.

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.

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, use the LINK button)

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

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

COMM 43/47=91% students who submitted a critique and scored at least 80%, or earned at least 20 points, on the communication section of the scoring rubric. This number exceeds the 75% target.

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 be more specific about which aspects to discuss and provide more examples

1.5.5.4 Distance Learning: Analysis and Evaluation

COMM 54/61=89% of students who submit a critique will score 80%, or at least 20 points, on the communication section of the scoring rubric. This exceeds the 75% target.

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 provide more specific information about which aspects to of the film to discuss and provide more examples of what I am looking for.

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, use the LINK button)

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

1.6.4 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

TW 43/49=88% 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. This number exceeds the 75% target.

1.6.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.6.5.3 Description of Changes

I will allow for the students to select their teammates as well as the film to be discussed.

1.6.5.4 Distance Learning: Analysis and Evaluation

TW 46/54=85% 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. This number exceeds the 75% target.

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

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, use the LINK button)

General Outcomes Links

**General
Education
(Use for
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

1.7.4 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

SR 42/46=91% students who submitted at least one critique and scored at least 80%, or earned at least 20 points, on the social responsibility section of the scoring rubric. This number exceeds the 75% target.

1.7.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.7.5.3 Description of Changes

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

1.7.5.4 Distance Learning: Analysis and Evaluation

SR 56/60=93% students who submitted at least one critique and scored at least 80%, or earned at least 20 points, on the social responsibility section of the scoring rubric. This number exceeds the 75% target.

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

I will incorporate more information regarding new technology being used in films today.

Program Name: ECON.2301

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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 |
| Career Entry Skills | Career Entry Skills (CE): 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

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, use the LINK button)

General Outcomes Links

| | |
|----------------|---------|
| General | General |
|----------------|---------|

| Education (Use for LEAPs) | 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 |

1.4.4 Measure of Success

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

1.4.5 Data Summary

Sixty Seven percent (67) 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 videos that discuss the topic. Continue with acceptable methods of instruction and as long as they are successful we will continue to use them.

1.4.5.4 Distance Learning: Analysis and Evaluation

Eighty percent (80%) 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 videos 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, use the LINK button)

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 percent (70%) 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 videos that discuss the topic. Continue with acceptable methods of instruction and as long as they are successful we will continue to use them.

1.5.5.4 Distance Learning: Analysis and Evaluation

Ninety two percent (92) 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 videos 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, use the LINK button)

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 |

1.6.4 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 one percent (81) 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 videos that discuss the topic. Continue with acceptable methods of instruction and as long as they are successful we will continue to use them.

1.6.5.4 Distance Learning: Analysis and Evaluation

Eighty five percent (85) 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 videos 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: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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, use the LINK button)

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 |

1.4.4 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

Ninety one percent (91) 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 videos that discuss the topic. Continue with acceptable methods of instruction and as long as they are successful we will continue to use them.

1.4.5.4 Distance Learning: Analysis and Evaluation

Eighty percent (80%) 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 videos 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, use the LINK button)

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

Eighty eight percent (88%) 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 videos that discuss the topic. Continue with acceptable methods of instruction and as long as they are successful we will continue to use them.

1.5.5.4 Distance Learning: Analysis and Evaluation

Eighty percent (80) 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 videos 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, use the LINK button)

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 |

1.6.4 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 percent (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 videos that discuss the topic. Continue with acceptable methods of instruction and as long as they are successful we will continue to use them.

1.6.5.4 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.

1.6.5.5 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 videos 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: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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, use the LINK button)

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

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

1.4.5.1 Analysis and Evaluation

68% of students succeeded at this goal, so we were not successful. We did see a major difference in the numbers of those succeeding who were traditional college students, and the Pinnacle students. Those younger students were much less likely to succeed.

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 hope that by continuous training of faculty, we will be able to get the help that these students seem to need. We also anticipate that full enrollment at all academic levels will increase the success rate for the face to face courses.

1.4.5.4 Distance Learning: Analysis and Evaluation

86% of these students were successful, so we are very pleased with this number. Much effort has been given to give these online students extra support in the 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

We will stay the course, possibly revising the benchmark.

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, use the LINK

button)

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

75% of those reported met this goal, so we are very pleased on this particular outcome.

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

We will continue with this particular goal unchanged, until we are consistently in the 80% range.

1.5.5.4 Distance Learning: Analysis and Evaluation

85% successful, so we are meeting this goal.

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

We won't be raising the bar on this goal until our face to face classes are this successful.

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, use the LINK button)

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

only 63% were successful so the goal was not met. We are again seeing vast differences in the success rate for those younger students.

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

We hope that by continuous training of faculty, we will be able to get the help that these students seem to need. We also anticipate that full enrollment at all academic levels will increase the success rate for the face to face courses.

1.6.5.4 Distance Learning: Analysis and Evaluation

this goal was met at 85%. We are happy with this level of success.

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

Redefine benchmark level (increase, if benchmark is met)

1.6.5.6 Distance Learning: Description of Changes

We plan to raise the bar here, but not until we are able to achieve the same results in the face to face classes.

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, use the LINK button)

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

at 65%, we did not meet this goal.

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

We hope that by continuous training of faculty, we will be able to get the help that these students seem to need. We also anticipate that full enrollment at all academic levels will increase the success rate for the face to face courses.

1.7.5.4 Distance Learning: Analysis and Evaluation

we met this goal at 79%.

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

We will not be changing the level of achievement until we address the discrepancies in the online and face to face courses.

Program Name: ENGL.1301

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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

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, use the LINK button)

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 |
| 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

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 64% of students demonstrated mastery.

1.4.5.1 Analysis and Evaluation 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

Alter classroom engagement strategy (team project, contests, technology use, 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.
3. Schedule new study pods with students.
4. Prescription of Student Support Services.

1.4.5.4 Distance Learning: Analysis and Evaluation DL Analysis

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 has provided 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

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 Changes

The new LMS format is providing new strategies for peer review through Turnitin, voiced email, conferencing capability, and Canva 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.

1

1

Program Name: ENGL.1302

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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

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, use the LINK button)

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 |
| 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, 74% 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

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 academic year.

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 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 Analysis

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 74%), 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

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 Changes

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.
4. Prescription of Student Support Services

Program Name: ENGL.2311

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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

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, use the LINK button)

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 |
| 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 (90%). 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

The strategies are working well for the professors teaching this course.

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

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 Analysis

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

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 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: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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, use the LINK button)

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

1.4.5 Data Summary Data

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% result for this area.

1.4.5.1 Analysis and Evaluation Analysis

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 and referrals to the Student Success Center.

1.4.5.4 Distance Learning: Analysis and Evaluation Analysis

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% 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 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: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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, use the LINK button)

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 |
| 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

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 80% result for this area

1.4.5.1 Analysis and Evaluation Analysis

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 and referrals to the Student Success Center.

1.4.5.4 Distance Learning: Analysis and Evaluation Analysis

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 80.5% 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 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 in our LMS from each professor.

Program Name: ENGL.2327

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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, use the LINK button)

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 |
| 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

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 78%.

1.4.5.1 Analysis and Evaluation Analysis

American Literature has fewer students with one-half taught in in online setting, and the rest taught in a studio/classroom setting. We feel that these face to face students receive more time with the professor.

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 Changes

Possibly, our benchmark needs to be reconsidered, and more conferences should be held in the online course.

1.4.5.4 Distance Learning: 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 69%

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

We need to revisit the benchmark.

Program Name: ENGL.2328

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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, use the LINK button)

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 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 80 % success.

1.4.5.1 Analysis and Evaluation Analysis

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.

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

Possibly, our benchmark needs to be reconsidered. We will discuss this at our fall meeting.

1.4.5.4 Distance Learning: 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 81.25 % success.

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

Possibly, our benchmark needs to be reconsidered. We will discuss this at our fall meeting.

Program Name: ENGL.2332

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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, use the LINK button)

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

1.4.5 Data Summary Data

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 79.33% result for this area.

1.4.5.1 Analysis and Evaluation Analysis

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. The website blocks for English 1302 should be examined.

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. We should discuss strategies to verify if students are taking advantage of The Student Success Center.

1.4.5.4 Distance Learning: Analysis and Evaluation Analysis

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.

1.4.5.5 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 Changes

The LMS conferences, Zoom recordings would work for these weaker students.

Program Name: ENGL.2333

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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, use the LINK button)

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 |
| 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 77% result for this area.

1.4.5.1 Analysis and Evaluation Analysis

Strategies are working, yet returning students, 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. Are there blocks when a student registers online?

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

More one on one tutoring should be considered for struggling students.

1.4.5.4 Distance Learning: Analysis and Evaluation Analysis

Strategies are working, yet returning adult students, 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. Why are the prerequisites not blocked for online registration?

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 Changes

More out online learning pods and tutoring should be considered for struggling students. The LMS conference feature should work with these students.

Program Name: FIRT.1305

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

1 Course

FIRT 1305 - Public Education Programs

1.1 Division-Department

Career and Technology Division - Fire Science

1.2 Course Type

WECM Course (nonTransfer)

1.3 Required General Education Outcomes for Course (LINK to selection, use the LINK button)

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 demonstrate the design and implementation of a fire and life safety education program by preparing a topic and presenting information to a specific audience.

1.4.2 Learning Activities

1Choose a fire and life safety topic and develop a lesson plan that is appropriate for the audiences demographics.

2Prepare a visual aid or activity for use during the presentation.

3Upload a video recording of the student giving a presentation. Extra credit will be given if the student presents to a live audience. The presentation will be graded using a rubric that evaluates the students knowledge of the topic, use of visual aids, the organization of information, professionalism, and the presentations appropriateness for the audience.

1.4.3 Required General Education Outcome for this SLO (LINK to selection, use the LINK button)

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% of evaluated students will present a topic of their choice and demonstrate 75% mastery of the design and implementation of a fire and life safety education program.

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

Overall, the students did a great job with their presentations. The purpose of this assignment was to familiarize the student with selecting an appropriate topic for their audience and presenting that information effectively. The most common issue students faced was maintaining eye contact with the audience and have a confident appearance. This will come as they gain experience and knowledge in the fire service. This assignment was an opportunity for the students to gain more experience giving public presentations.

Highest Grade: 98

Lowest Grade: 81

Median: 92

Average: 91

5 students received a score of A

3 students received a score of B

0 students received a score of C

0 students received a score of D

0 students received a score of F

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

Instructor will provide more opportunities for presentations to help students become more confident in the final presentation. This will come in the form of milestones throughout the course which will build up to the final presentation.

Program Name: FIRT.1315

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

1 Course

FIRT 1315 - Hazardous Materials 1

1.1 Division-Department

Career and Technology Division - Fire Science

1.2 Course Type

WECM Course (nonTransfer)

1.3 Required General Education Outcomes for Course (LINK to selection, use the LINK button)

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 demonstrate their ability to identify hazardous materials and determine the appropriate level of response by evaluating information given during a scenario.

1.4.2 Learning Activities

- 1The student will be given a scenario involving hazardous materials.
- 2The student will identify the hazardous material involved in the scenario.
- 3Provided an Emergency Response Guidebook (ERG), the student will identify the correct guide number, describe the threats associated with the hazardous material, and develop an incident action plan.

1.4.3 Required General Education Outcome for this SLO (LINK to selection, use the LINK button)

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% of evaluated students will correctly identify the hazardous material, select the appropriate guide

number, and develop an incident action plan consistent with their level of training.

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

6 students received a score of 100 on the assignment

1 students received a score of 90 on the assignment

4 students received a score of 80 on the assignment

0 students received a score of 70 on the assignment

1 student received a failing score on the assignment*

Highest grade: 100

Lowest grade: 80

Common mistakes included determining evacuation distances and the application of water to the hazardous material. Review will be conducted with students to clarify these topics.

*1 student stopped coming to class mid-semester and never submitted the assignment.

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

Students will be encouraged to download the ERG app to their phone and use it in scenarios given periodically throughout the course. This will help the student gain familiarity with the ERG, recognize their ability to access and utilize the ERG, and provide accurate responses based on variables provided in the scenarios.

Program Name: GOVT.2305

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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, use the LINK button)

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 students will demonstrate an acceptable or exemplary rating rubric for spelling, attendance, etc. for each measured general education goal.

1.4.5 Data Summary

Students enrolled in GOVT 2305 were successful in their learning and application of critical thinking, communication, personal responsibility, and social responsibility in face to face classes.

Communication 74% met or exceeded the goal of 70%

Critical thinking 72% met or exceeded the goal of 70%

Personal responsibility 72% met or exceeded the goal of 70%

Social responsibility 74% met or exceeded the goal of 70%

1.4.5.1 Analysis and Evaluation

Consider increasing the benchmark from 70 to 72%

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

Consider increasing the benchmark from 70 to 72% for each of the areas: communication, critical thinking, personal responsibility and social responsibility.

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 in on line classes.

Communication 83% of students met or exceeded 70%

Critical thinking 82% of students met or exceeded 70%

Personal responsibility 70% of students met or exceeded 70%

Social responsibility 65% of students met of exceed 70%

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

Need to re-evaluate the criteria used for Social Responsibility on-line since only 65% of students achieved 70% or better.

Program Name: GOVT.2306

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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, use the LINK button)

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 students will demonstrate an acceptable or exemplary rating based upon a rubric for each measured general education goal.

1.4.5 Data Summary

This grouping contains the results and analysis of the LEAPS as well as any expected changes for the following year.

1.4.5.1 Analysis and Evaluation

Students enrolled in GOVT 2306 face to face were successful in their learning and application of critical thinking, communication, personal responsibility and social responsibility.

Communication 70% of the students met or exceeded 70%

Critical thinking 70% of the students met or exceeded 70%

Personal responsibility 70% of the students met or exceeded 70%

Social responsibility 72% of the students met or exceeded 70%

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

Consider increasing the benchmark from 70%

1.4.5.4 Distance Learning: Analysis and Evaluation

Students enrolled in GOVT 2306 online were successful in their learning and application of critical thinking, communication, personal responsibility, and social responsibility.

Communication 83% of students met or exceeded 70%

Critical thinking 80% of students met or exceeded 70%

Personal responsibility 82% of students met or exceeded 70%

Social responsibility 78% of students met or exceeded 70%

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

Consider raising the benchmark from 70%

Program Name: HIST.1301

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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, use the LINK button)

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 achieve a score of 50 or over from a rubric

1.4.5 Data Summary

This grouping contains the results and analysis of the LEAPS as well as any expected changes for the following year.

1.4.5.1 Analysis and Evaluation

Students enrolled in HIST 1301 were successful in their learning and application of critical thinking, communication, personal responsibility and social responsibility in face to face classes.
Communication 78% of students met or exceeded 15 points out of 25 points on rubric
Critical thinking 77% of students met or exceeded 15 points out of 25 points on rubric
Social responsibility 79% of students met or exceeded 15 points out of 25 points on rubric
Personal responsibility 79% of students met or exceeded 15 points out of 25 points on 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

No changes should be made. Continue with current rubric and textbooks.

1.4.5.4 Distance Learning: Analysis and Evaluation

Not applicable Students enrolled in HIST 1301 on line were successful in their learning and application of critical thinking, communication, personal responsibility, and social responsibility.
Communication 90% of students met or exceeded 15 out of 25 on the rubric
Critical thinking 89% of students met or exceeded 15 out of 25 on the rubric
Social responsibility 95% of students met or exceeded 15 out of 25 on the rubric
Personal responsibility 93% of students met or exceeded 15 out of 25 on the rubric

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 should be made. Continue with current rubric and textbooks.

Program Name: HIST.1302

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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, use the LINK button)

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 students assessed with achieve a score of 50 or greater on the rubric

1.4.5 Data Summary

This groups contains the results and analysis of the LEAPS as well as any expected changes for the following year.

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 in face to face classes.

Communication 83% met or exceeded 15 out of 25 on the rubric

Critical thinking 99% met or exceeded 15 out of 25 on the rubric

Personal responsibility 79% met or exceeded 15 out of 25 on the rubric

Social responsibility 86% met or exceeded 15 out of 25 on the 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

No changes or revisions are suggested. Continue to use rubric and current textbooks.

1.4.5.4 Distance Learning: Analysis and Evaluation

Students enrolled in HIST 1302 on line were successful in their learning and application of critical thinking, communication, personal responsibility and social responsibility.

Communication 86% of students met or exceeded 15 out of 25 on the rubric

Critical thinking 96% of students met or exceeded 15 out of 25 on the rubric

Personal responsibility 86% of students met or exceeded 15 out of 25 on the rubric

Social responsibility 92% of students met or exceeded 15 out of 25 on the rubric

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 should be made. Continue using the rubric and current textbooks.

Program Name: HIST.2301

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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, use the LINK button)

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 students assessed with achieve a score of 50 or greater on the rubric

1.4.5 Data Summary

This grouping contains the results and analysis of the LEAPS as well as any expected changes to the following year.

1.4.5.1 Analysis and Evaluation

No students were enrolled in HIST 2301 Face to Face

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

There were no students who took this class face to face.

1.4.5.4 Distance Learning: Analysis and Evaluation

Students enrolled in HIST 2301 were successful in their learning and application of critical thinking, communication, personal responsibility and social responsibility in their on line classes.

Communication 100% of students met or exceeded the rubric of at least 15 out of 25

Critical thinking 100% of students met or exceeded the rubric of at least 15 out of 25

Personal responsibility 100% of students met or exceeded the rubric of at least 15 out of 25

Social responsibility 100% of students met or exceeded the rubric of at least 15 out of 25.

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. Continue to use the same rubric and textbook.

Program Name: HRPO.2301

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

Communication skills and career entry skills

The student will present their training plan and be utilizing their communication skills. These training skills will be useful when training other employees and will give the student necessary skills for their management careers as an entry level employee.

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, use the LINK button)

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

Fall 2017: In the Human Resource Management class, the students developed a training program for the job of airline reservation clerk for a major airline. They needed to include specifics on what to teach the new clerks and what training methods would be used. The benchmark was 75% of the evaluated students will demonstrate an ability of 70% mastery of the objective.

1.4.5.1 Analysis and Evaluation

This class was not taught face to face in the Fall 2017- Spring 2018 semesters, only offered online.

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

Increase the benchmark to 80% of the students will reach a mastery of 75% of the SLO.

1.4.5.4 Distance Learning: Analysis and Evaluation

Fall 2017: 12 students out of 12 completed this SLO and demonstrated an ability of 75% mastery of the objective.

[HR Training Outline checklist](#) [DOCX 33 KB DEC 11, 2017]

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 make sure the student is provided the "Flying the Friendlier Skies" training program Checklist to help guide them in preparing the assignment.

Program Name: HUMA.1301

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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, use the LINK button)

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

LO 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 62% achieved mastery.

1.4.5.1 Analysis and Evaluation Analysis

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 Analysis

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 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, use the LINK button)

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 |
| 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 65% achieving mastery.

1.5.5.1 Analysis and Evaluation Analysis

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 Analysis

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 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: #5 Sep 1, 2017 to Aug 31, 2018

1 Course IMED 1316 Web Design I

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, use the LINK button)

Critical Thinking

1.4 Measured Outcome Web Site Project

40% of grade

1.4.1 Student Learning Outcomes Design web pages using HTML coding

Including:

- Various types of links into web pages (internal, relative, absolute, graphical)
- Various types of page organizations (headings, lists, tables, and frames)
- Cascading Style Sheets (CSS) to format web pages
- Interactive forms and other scripts
- Various types of multimedia files (graphics, sounds, videos)

1.4.2 Learning Activities Web Site Project

A major grade requirement is to plan, design, create, edit, and publish a Web site project to an external Web server. Students are responsible for choosing, maintaining, publishing, and purchasing an online Web server. The project is published to the Web site several times during the course. In order for students to pass this course, their Web site project are required to be published several times on or before the due dates. Students will receive an automatic F as a final grade if the final Web site project is not published on or before the due date posted.

1.4.3 Required General Education Outcome for this SLO (LINK to selection, use the LINK button) Technology

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 Grading Rubric

1.4.5 Data Summary

Design web pages using HTML coding1.4.1

Student Learning Outcomes Including:

- Various types of links into web pages (internal, relative, absolute, graphical)
- Various types of page organizations (headings, lists, tables, and frames)

- c. Cascading Style Sheets (CSS) to format web pages
- d. Interactive forms and other scripts
- e. Various types of multimedia files (graphics, sounds, videos)

1.4.5.1 Analysis and Evaluation

Web Site Project1.4 Measured Outcome
40% of grade

A major grade requirement is to plan, design, create, edit, and publish a Web site project to an external Web server. Students are responsible for choosing, maintaining, publishing, and purchasing an online Web server. The project is published to the Web site several times during the course. In order for students to pass this course, their Web site project are required to be published several times on or before the due dates. Students will receive an automatic F as a final grade if the final Web site project is not published on or before the due date posted.

Final analysis is that the eight students that attempted the web project succeeded with an overall grade of one hundred percent, meaning that all objectives were met. Five of the students did not attempt the project at all.

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

Since the rate of students that did not attempt the project is quite high, 5 students out of a total of 13 students in the class, perhaps the project could be given as a group project or at least the class could work on the project together some.

1.4.5.4 Distance Learning: Analysis and Evaluation

Web Site Project1.4 Measured Outcome
40% of grade

A major grade requirement is to plan, design, create, edit, and publish a Web site project to an external Web server. Students are responsible for choosing, maintaining, publishing, and purchasing an online Web server. The project is published to the Web site several times during the course. In order for students to pass this course, their Web site project are required to be published several times on or before the due dates. Students will receive an automatic F as a final grade if the final Web site project is not published on or before the due date posted.

Final analysis is that the eight students that attempted the web project succeeded with an overall grade of one hundred percent, meaning that all objectives were met. Five of the students did not attempt the project at all.

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

Since the rate of students that did not attempt the project is quite high, 5 students out of a total of 13 students in the class, perhaps the project could be given as a group project or at least the class could work on the project together some.

For a distance learning class, the students will have a little difficulty getting together to work on the

project, so an alternative method of group work on the project will have to be administered by the instructor- maybe meeting once a week in a classroom setting for those that want to come in to work on the project.

Program Name: INRW.0310

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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 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, use the LINK button)

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

Only 67% succeeded at this goal, so we did not meet our expectations.

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

All of these courses will be taught using the co-requisite model next year.

1.4.5.4 Distance Learning: Analysis and Evaluation

only 55% of students were successful, so the goal was 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

All of these courses will be taught using the co-requisite model next year.

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, use the LINK button)

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

100% of students were successful on this goal.

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

All of these courses will be taught using the co-requisite model next year.

1.5.5.4 Distance Learning: Analysis and Evaluation

only 50% of students were successful, so we did not meet the goal.

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

All of these courses will be taught using the co-requisite model next year.

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, use the LINK button)

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

1.6.4 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 meant to be deleted, so we have no data.

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

This goal was meant to be deleted, so we have no data.

1.6.5.4 Distance Learning: Analysis and Evaluation

This goal was meant to be deleted, so we have no data.

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

This goal was meant to be deleted, so we have no data.

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, use the LINK button)

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

1.7.4 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

No data was reported for this specific goal.

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

All of these courses will be taught using the co-requisite model next year.

1.7.5.4 Distance Learning: Analysis and Evaluation

Only 50 % of students succeeded, so we did not meet the goal.

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

All of these courses will be taught using the co-requisite model next year.

Program Name: INRW.0320

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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, use the LINK button)

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

84% success, so we met this particular 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

All of these courses will be taught using the co-requisite model next year.

1.4.5.4 Distance Learning: Analysis and Evaluation

79% success, so the goal was 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

All of these courses will be taught using the co-requisite model next year.

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, use the LINK button)

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

95% success, so we met this goal.

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

All of these courses will be taught using the co-requisite model next year.

1.5.5.4 Distance Learning: Analysis and Evaluation

95% success rate, so this goal was 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

All of these courses will be taught using the co-requisite model next year.

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, use the LINK button)

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

1.6.4 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 meant to be deleted, so we have no data to report.

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

This goal was meant to be deleted, so we have no data to report.

1.6.5.4 Distance Learning: Analysis and Evaluation

This goal was meant to be deleted, so we have no data to report.

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

This goal was meant to be deleted, so we have no data to report.

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, use the LINK button)

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 |
|----------------------|--|

1.7.4 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

83% success rate, so this goal was met.

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

All of these courses will be taught using the co-requisite model next year.

1.7.5.4 Distance Learning: Analysis and Evaluation

we had an 85% success rate, so this goal was met.

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

All of these courses will be taught using the co-requisite model next year.

Program Name: LGLA.1307

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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, use the LINK button)

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

LGLA 1307 Law and the Legal profession did not have enough students to make this semester.

1.4.5.1 Analysis and Evaluation

LGLA 1307 Law and the Legal profession did not have enough students to make this semester.

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

LGLA 1307 Law and the Legal profession did not have enough students to make this semester.

1.4.5.4 Distance Learning: Analysis and Evaluation

LGLA 1307 Law and the Legal profession did not have enough students to make this semester.

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

LGLA 1307 Law and the Legal profession did not have enough students to make this semester.

Program Name: LGLA.1345

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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.
Recognize the different types of discoveries tools in an individual civil case.

1.4.3 Required General Education Outcome for this SLO (LINK to selection, use the LINK button)

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

1.4.5.1 Analysis and Evaluation

This was a Distance Ed 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 a Distance Ed Class.

1.4.5.4 Distance Learning: Analysis and Evaluation

Ninety percent of the students evaluated achieved 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

Ninety percent of the students evaluated achieved the stated objective. There are no changes anticipated at this time.

Program Name: LGLA.2313

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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, use the LINK button)

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

This course was a Distance Learning Class.

1.4.5.1 Analysis and Evaluation

This class was a Distance Education 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

Distance Education 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: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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 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, use the LINK button)

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

(Change is we used radical and quadratic equations in FY16. Will use rational, radical, exponential, & logarithmic equations in FY17.)

Y CT: 70% for success / 75% are successful is goal

Y CM: 70% for success / 75% are successful is goal

Y EQ: 70% for success / 75% are successful is goal

1.4.5 Data Summary

883 students were enrolled - 626 face-to-face and 257 online students

35 total classes - 15 F2F class, 13 dual credit classes, 7 online class.

736 students were assessed - 539 face-to-face and 197 online students

Success rates by Core Objectives were:

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

CT: 69% face-to-face, 77% online, 71% overall

EQ: 65% face-to-face, 77% online, 68% overall

1.4.5.1 Analysis and Evaluation

16% of all students enrolled were not available for assessment.

This percentage accounts for 14% of face-to-face students and 23% of online students with no data.

Success rates were reasonable; however, just below established goals.

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 be using the same goals as last year for this gateway course. We are interested in the results of teaching a different student population using the co-requisite model (support topics combined with college level topics).

1.4.5.4 Distance Learning: Analysis and Evaluation

16% of all students enrolled were not available for assessment.

This percentage accounts for 23% of online students with no data.

Goals of success rates for CT and EQ were met; however, CM success rate for online students was just below established goals.

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 Mathematics Department will be using the same goals as last year for this gateway course. We are interested in the results of teaching a different student population using the co-requisite model (support topics combined with college level topics).

Program Name: MATH.1324

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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 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, use the LINK button)

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 |

1.4.4 Measure of Success

Y CT: 70% for success / 60% of assessed students successful is the goal

Y CM: 70% for success / 60% of assessed students successful is the goal

Y EQ: 70% for success / 60% of assessed students successful is the goal

1.4.5 Data Summary

110 students were enrolled - 53 face-to-face and 57 online students

5 sections - 3 F2F classes, 2 online classes.

78 students were assessed - 41 face-to-face and 37 online students

Success rates by Core Objectives were:

CM: 71% face-to-face, 38% online, 55% overall

CT: 71% face-to-face, 41% online, 56% overall

EQ: 63% face-to-face, 51% online, 58% overall

1.4.5.1 Analysis and Evaluation

31% of all students enrolled were not available for assessment.

This percentage accounts for 26% of face-to-face students and 35% of online students with no data.

No goals were met based on the low success rates of the online students. However, they were close.

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

Alternative assignments and resources should be given to online students as well as face-to-face students to reinforce the concepts being taught pertaining to this topic and improve overall success rates.

1.4.5.4 Distance Learning: Analysis and Evaluation

31% of all students enrolled were not available for assessment.

This percentage accounts for 35% of online students with no data.

The online students did not meet any of the three goals. The highest success rate of online students was 51% for EQ.

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

Alternative assignments and resources should be given to online students as well as face-to-face students to reinforce the concepts being taught pertaining to this topic and improve overall success rates.

Program Name: MATH.1325

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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 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, use the LINK button)

General Outcomes Links

| General Education (Use | General 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: 65% for success / 65% of assessed students successful is goal

Y CM: 65% for success / 65% of assessed students successful is goal

Y EQ: 65% for success / 65% of assessed students successful is goal

1.4.5 Data Summary

34 students were enrolled - 18 face-to-face and 16 online students

3 sections - 2 F2F class, 1 online class.

26 students were assessed - 17 face-to-face and 9 online students

Success rates by Core Objectives were:

CM: 71% face-to-face, 78% online, 73% overall

CT: 76% face-to-face, 78% online, 77% overall

EQ: 76% face-to-face, 78% online, 77% overall

1.4.5.1 Analysis and Evaluation

24% of all students enrolled were not available for assessment.

This percentage accounts for 6% of face-to-face students and 44% of online students with no data.

Overall, all goals were 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

Math faculty will select a different learning outcome for the assessment next year.

1.4.5.4 Distance Learning: Analysis and Evaluation

24% of all students enrolled were not available for assessment.

This percentage accounts for 44% of online students with no data.

Although the number of online students with no data was extremely high, the success rate of those who did complete the assessment were higher than the face-to-face students in all 3 core objectives.

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

Math faculty will select a different learning outcome for the assessment next year.

Program Name: MATH.1332

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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 Measured Outcome

1.4.1 Student Learning Outcomes

Students will be able to interpret and analyze various representations of data. Students will be able to reason, model, and draw conclusions or make decisions with mathematical, statistical & quantitative information.

1.4.2 Learning Activities

Assigned homework will include the use of scatter plots, frequency distributions, histograms, and/or graphs. Students will need to correctly interpret the different data types and to be able to understand and communicate using correct terminology. They will also calculate using data from graphs and other representations.

1.4.3 Required General Education Outcome for this SLO (LINK to selection, use the LINK button)

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

Benchmark: 70%

Goal: 70% achieve benchmark.

1.4.5 Data Summary

184 students were enrolled - 109 face-to-face and 75 online students

11 sections - 8 F2F classes, 3 online classes.

158 students were assessed - 95 face-to-face and 63 online students

Success rates by Core Objectives were:

CM: 81% face-to-face, 41% online, 65% overall

CT: 76% face-to-face, 84% online, 79% overall

EQ: 76% face-to-face, 78% online, 77% overall

1.4.5.1 Analysis and Evaluation

24% of all students enrolled were not available for assessment.

This percentage accounts for 17% of face-to-face students and 38% of online students with no data.

Goals for CT and EQS were met; however, CM goal was not met based on very low success rate for 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

The Mathematics Department will be using the same goals as last year for this gateway course. We are interested in the results of teaching a different student population using the co-requisite model (support topics combined with college level topics).

1.4.5.4 Distance Learning: Analysis and Evaluation

24% of all students enrolled were not available for assessment.

This percentage accounts for 38% of online students with no data.

Goals for CT and EQS were met; however, CM goal was not met based on very low success rate for online 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 Mathematics Department will be using the same goals as last year for this gateway course. We are interested in the results of teaching a different student population using the co-requisite model (support topics combined with college level topics).

Program Name: MATH.1342

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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 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, use the LINK button)

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: 70% for success / goal is 70% of assessed students are successful

Y CM: 70% for success / goal is 70% of assessed students are successful

Y EQ: 70% for success / goal is 70% of assessed students are successful

1.4.5 Data Summary

627 students were enrolled - 420 face-to-face and 207 online students

30 sections - 13 F2F class, 10 dual credit classes, 7 online class.

479 students were assessed - 350 face-to-face and 129 online students

Success rates by Core Objectives were:

CM: 75% face-to-face, 77% online, 75% overall

CT: 71% face-to-face, 75% online, 72% overall

EQ: 70% face-to-face, 74% online, 71% overall

1.4.5.1 Analysis and Evaluation

24% of all students enrolled were not available for assessment.

This percentage accounts for 17% of face-to-face students and 38% of online students with no data.

Overall, all goals were 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

The Mathematics Department will be using the same goals as last year for this gateway course. We are interested in the results of teaching a different student population using the co-requisite model (support topics combined with college level topics).

1.4.5.4 Distance Learning: Analysis and Evaluation

24% of all students enrolled were not available for assessment.

This percentage accounts for 38% of online students with no data.

Among online students, all goals were met.

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 Mathematics Department will be using the same goals as last year for this gateway course. We are interested in the results of teaching a different student population using the co-requisite model (support topics combined with college level topics).

Program Name: MATH.2312

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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 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, use the LINK button)

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 |

1.4.4 Measure of Success

Y CT: 70% (tests) for successful rating / 75% of assessed students will be successful is the goal

Y CM: 70% (tests) for successful rating / 75% of assessed students will be successful is the goal

Y EQ: 70% (tests) for successful rating / 75% of assessed students will be successful is the goal

1.4.5 Data Summary

156 students were enrolled - 109 face-to-face and 31 online students

11 sections - 3 F2F class, 6 dual credit classes, 2 online class.

123 students were assessed - 92 face-to-face and 31 online students

Success rates by Core Objectives were:

CM: 88% face-to-face, 90% online, 89% overall

CT: 88% face-to-face, 87% online, 88% overall

EQ: 88% face-to-face, 90% online, 89% overall

1.4.5.1 Analysis and Evaluation

21% of all students enrolled were not available for assessment.

This percentage accounts for 15% of face-to-face students and 34% of online students with no data.

Overall, all goals were 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 success rates exceeded the goals, Math faculty will select a different learning outcome for the assessment next year.

1.4.5.4 Distance Learning: Analysis and Evaluation

21% of all students enrolled were not available for assessment.

This percentage accounts for 34% of online students with no data.

Among online students, all goals were met.

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 success rates exceeded the goals, Math faculty will select a different learning outcome for the assessment next year.

Program Name: MATH.2413

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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, use the LINK button)

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 |
| 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% of assessed students get 70% or higher on test(s) used in assessment of CT
CM:70% of assessed students get 70% or higher on test(s) used in assessment of CM
EQ:70% of assessed students get 70% or higher on test(s) used in assessment of EQ

1.4.5 Data Summary

121 students were enrolled - 78 face-to-face and 43 online students
11 sections - 3 F2F classes, 6 dual credit classes, 2 online classes.
104 students were assessed - 70 face-to-face and 34 online students

Success rates by Core Objectives were:

CM: 87% face-to-face, 76% online, 84% overall

CT: 89% face-to-face, 82% online, 87% overall

EQ: 87% face-to-face, 82% online, 86% overall

1.4.5.1 Analysis and Evaluation

14% of all students enrolled were not available for assessment.
This percentage accounts for 10% of face-to-face students and 21% of online students with no data.
Overall, all goals were 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 success rates exceeded the goals, Math faculty will select a different learning outcome for the assessment next year.

1.4.5.4 Distance Learning: Analysis and Evaluation

14% of all students enrolled were not available for assessment.
This percentage accounts for 21% of online students with no data.
Among online students, all goals were met.

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 success rates exceeded the goals, Math faculty will select a different learning outcome for the assessment next year.

Program Name: MATH.2414

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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, use the LINK button)

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

36 students were enrolled - 25 face-to-face and 11 online students

4 sections - 1 F2F class, 2 dual credit classes, 1 online class.

31 students were assessed - 25 face-to-face and 6 online students

Success rates by Core Objectives were:

CM: 80% face-to-face, 50% online, 74% overall

CT: 84% face-to-face, 83% online, 84% overall

EQ: 80% face-to-face, 83% online, 81% overall

1.4.5.1 Analysis and Evaluation

14% of all students enrolled were not available for assessment.

This percentage accounts for 45% of online students with no data.

Overall, all goals were 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

Math faculty will select a different learning outcome for the assessment next year.

1.4.5.4 Distance Learning: Analysis and Evaluation

14% of all students enrolled were not available for assessment.

This percentage accounts for 45% of online students with no data.

The online students did not meet the CM goal. However, the success rates of online students exceeded the goals for CT and EQ.

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

Math faculty will select a different learning outcome for the assessment next year.

Program Name: MDCA.1313

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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, use the LINK button)

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

This class was not a face to face class it was a distance ed class.

1.4.5.1 Analysis and Evaluation

This class was not a face to face class it was a distance ed 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 class was not a face to face class it was a distance ed class.

1.4.5.4 Distance Learning: Analysis and Evaluation

Ninety five percent of the students evaluated achieved the objective based on a common exam for all class sections.

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

Ninety five percent of the students evaluated achieved the objective, no changes are anticipated at this time. .

Program Name: MUSI.1306

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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, use the LINK button)

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 score at least 70% of the available points for this element.

1.4.5 Data Summary

1.4.5.1 Analysis and Evaluation

TW 69/72=96% of students who scored at least 70% of the available points for teamwork. This exceeds the 80% target.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.4.5.3 Description of Changes

Rather than doing a peer review, I may have students collaborate in groups of two or three; therefore, allowing more in-depth presentations.

1.4.5.4 Distance Learning: Analysis and Evaluation

TW 53/63-84% Rather than doing a peer review, I may have students collaborate in groups of two or three; therefore, allowing more in-depth presentations. This exceeds the 80% target.

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

Fall 17: No potential issues this semester. I will review my rubric in Canvas to refine my grading criteria for next semester.

Spring 18: I'd like to change the 70% target to match American Music: 80% will score at least a 4 on the teamwork portion of the rubric. 70% is between 3&4 on my rubric.

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, use the LINK button)

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 |

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

COMM 43/48=90% Number of students who earned a minimum rating of 4 on the communication portion of the rubric, based on effective application of writing skills in the report. This number exceeds the 75% target.

CT 43/48=81% 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. This exceeds the 75% target

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

Had changed the grading scale to a weight scale per last semesters suggestion. Believe this helped increase participation from the class. Assignments were turned in by the deadline. Believe there is not a need to make new suggestions this next semester.

1.5.5.4 Distance Learning: Analysis and Evaluation

COMM 38/41=93% Number of students who earned a minimum rating of 4 on the communication portion of the rubric, based on effective application of writing skills in the report. This number exceeds the 75% target.

CT 40/41=98% Number of students who earned a minimum rating of 4 on the critical thinking portion of the rubric, based on their ability to support their opinion of the performance. This exceeds the 75% target.

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

-Next semester I will write an addendum to my rubric limiting the types of concert students can attend, requiring a copy of the printed program. This will minimize the number of "contemporary" concerts they attend-essays need to reflect the course content studied over the course of the semester.

-I need to readjust my rubric to include deductions for word count discrepancies and widen the scope of error for grammatical issues iwthn Communication and Critical Thinking.

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, use the LINK button)

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

1.6.4 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

COMM 43/48=90% Number of students who earned a minimum rating of 4 on the communication portion of the rubric, based on effective application of writing skills in the report. This number exceeds the 75% target.

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

Change grading scale to weighted to make missing an assignment matter, hopefully so the students will understand the need to turn in assignments.

1.6.5.4 Distance Learning: Analysis and Evaluation

Comm 38/41=93% Number of students who earned a minimum rating of 4 on the communication portion of the rubric, based on effective application of writing skills in the report . This number exceeds the 75% target.

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

Redefine benchmark level (increase, if benchmark is met)

1.6.5.6 Distance Learning: Description of Changes

-Readjust rubrics

_Define the type of concerts students can attend.

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, use the LINK button)

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

SR 47/48=98% Number of students who rated 5 on the social responsibility portion of the rubric due to their attendance of the musical performance. This did not reach the target of 100%.

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

- Change grading scale to weighted to make missing an assignment matter, hopefully so the students will understand the need to turn in assignments.
- Have students proofread each others papers for correct grammar, spelling and readability and return to student for suggested revisions. Perhaps this will curb some of the syntax and readability issues; as well as making sure that the student thoroughly and completely addresses the assignment requirements.

1.7.5.4 Distance Learning: Analysis and Evaluation

SR 40/41=98% Number of students who rated 5 on the social responsibility portion of the rubric due to their attendance of the musical performance. The students did not reach the 100% target.

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

-Next semester I will write in an addendum to my rubric limiting the type of concert students can attend, requiring a copy of the printed program. This will minimize the number of "contemporary" concerts (country, rock, pop, rap, etc.) they attend--essays need to reflect the course content studied over the course of the semester.

-I need to readjust my rubrics to include deductions for word count discrepancies and widen the scope of error for grammatical issues within Communication and Critical Thinking.

Program Name: MUSI.1310

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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, use the LINK button)

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

F2F by embedded not reported. Instructor no longer employed by TVCC.

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

89/105 (85%) of students who scored a minimum of 4 on the rubric for teamwork.

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

Review rubric to check for potential improvement of measurement.

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, use the LINK button)

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 |

1.5.4 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

Embedded faculty did not submit results. He is no longer employed with TVCC.

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

COMM: 69/79 (87%) students scored at least a 4 on the communication portion of the rubric, based on their operational writing skills and/or effective oral presentaion skills.

CT: 70/79 (89%) students demonstrated a minimum rating of 4 on the critical thinking portion of the rubric.

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

Instructor may look at redefining rubric.

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, use the LINK button)

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

1.6.4 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

This skill has been addressed above and should be removed here.

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**

This skill has been addressed above and should be removed here.

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**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, use the LINK button)*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

Embedded faculty member did not submit data and is no longer employed by the college.

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

1.7.5.4 Distance Learning: Analysis and Evaluation

SR: 62/79 (78%) students scored a rating of 5 on the Social Responsibility portion of the rubric.

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

Adjust criterion to "75% of students will receive a 4 or higher"

The current criterion was set by a previously taught F2F course and is not accessible for online instructional methods.

Program Name: PHIL.2306

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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

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, use the LINK button)

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 |
|-------------------|---|

1.4.4 Measure of Success

65% of the students will score 70% or higher

1.4.5 Data Summary

This grouping contains the results and analysis of the LEPS as well as any expected changes for the following year.

1.4.5.1 Analysis and Evaluation

Students enrolled in PHIL 2306 face to face were somewhat successful with their learning and application of critical thinking, communication, personal responsibility and social responsibility.
Communication 59% of students scored 24 or better out of 30 on the rubric
Critical thinking 56% of students scored 30 or better out of 40 on the rubric
Personal responsibility 81% of students scored 30 or better out of 40 on the rubric
Social responsibility 85% of students scored 20 or better out of 30 on the 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

This was the first year this rubric was used in the LEAP process. The rubric will be evaluated by the instructors in the course and changes will be made.

1.4.5.4 Distance Learning: Analysis and Evaluation

Students enrolled in PHIL 2306 on line were somewhat successful in their learning and application of critical thinking, communication, personal responsibility and social responsibility in their on line classes
Communication 64% of students met or exceeded 24 points out of 30 in the rubric
Critical thinking 58% of students met or exceeded 30 points out of 40 in the rubric
Personal responsibility 75% of students met or exceeded 30 points in the rubric
Social responsibility 64% of students met or exceeded 20 points in the rubric.

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

Review the LEAP rubric and administration of the assessment with the instructors who teach the class.
This is the first year this rubric has been used with this class.

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, use the LINK button)

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

Need to review rubric and means of administrating LEAP criteria.

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

Based upon this first year results, the rubric and administration of the LEAP assessments will be reviewed and changed.

1.5.5.4 Distance Learning: Analysis and Evaluation

Review rubric used this year for the first time and the administration of the LEAP assessments with instructors which teach the class.

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

Review the process of assessment, review the assessments used to evaluate the LEAP, the textbooks used and the results by the instructors which teach the class.

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, use the LINK button)

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 |
| 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 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

This was the first year a rubric was used in assessing LEAPS. The same will be reviewed and changed.

1.6.5.1 Analysis and Evaluation

This is the first year this rubric was used in LEAP analysis. The rubric will be reviewed and changed based upon the results.

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

Review the administration of the LEAP assessment and rubrics with the instructors for this class.

1.6.5.4 Distance Learning: Analysis and Evaluation

Review the rubric and administration of the LEAP assessment with the instructors who are teaching this class.

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

Review the rubric and the administration of the LEAP assessment online with the instructors who teach the class.

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, use the LINK button)

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

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

This was the first year LEAP results were submitted for this class. Instructors will evaluate the results and rubric and administration of the assessments and make changes.

1.7.5.1 Analysis and Evaluation

Need to determine if the LEAP assessments were administrated properly and review the rubric used.

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

Review the textbooks used, the LEAP assessments, the administration of the LEAP assessments and the rubric and make changes based upon those observations by the instructors which teach the class.

1.7.5.4 Distance Learning: Analysis and Evaluation

Review the textbooks used, the LEAP assessments, the administration of the LEAP assessments and the rubric and make changes based upon those observations by the instructors which teach the class.

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

Review how LEAP assessments are administered, the textbooks used, the rubric, and the results with instructors who teach the class, and made changes.

Program Name: PHYS.1415

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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 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. The Physical Science Department will use a different laboratory experience and report to assess this outcome than the one they used last year.

1.4.3 Required General Education Outcome for this SLO (LINK to selection, use the LINK button)

General Outcomes Links

| General Education (Use | General 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% reach benchmark

1.4.5 Data Summary

95 students from 5 face-to-face sections of PHYS 1415, representing 2 main campuses, were assessed for the fall semester. Percents of assessed students who were successful at reaching the benchmark 70% score, by Core Objective were:

COM - 83%

CT - 56%

EQR - 56%

TW - 81%

8 students from 1 face-to-face section of PHYS 1415, representing 1 main campus, were assessed for the spring semester. Percents of assessed students who were successful at reaching the benchmark 70% score, by Core Objective were:

COM - 75%

CT - 75%

EQR - 75%

TW - 75%

49 students from 2 distance learning section of PHYS 1415, were assessed for the fall semester. Percents of assessed students who were successful at reaching the benchmark 70% score, by Core Objective were:

COM - 35%

CT - 35%

EQR - 35%

TW - 96%

Those not available for assessment (probably an indication of the drop out rate) was 17% for face-to-face students in the fall semester and 25 % in the spring semester and 0% for the distance learning courses in the spring semester.

1.4.5.1 Analysis and Evaluation

The critical thinking and empirical and quantitative reasoning core objective benchmarks were not met for the PHYS 1415 face-to-face courses in the fall 2017 semester, all other core objective benchmarks were met.

All four core objective benchmarks were met for the spring 2018 semester face-to-face PHYS 1415 courses.

The teamwork benchmark was met in the spring distance learning courses in the spring 2018 semester, all others were not met.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.4.5.3 Description of Changes

The physics/physical science faculty have agreed to broaden the experiments acceptable to complete this outcome but will continue to use the lab report as the assessment. The faculty are currently constructing a common rubric to use for assessing the lab reports to ensure the data reported is equal.

1.4.5.4 Distance Learning: Analysis and Evaluation

The teamwork benchmark was met in the spring distance learning courses in the spring 2018 semester, all others were not met.

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

The physics/physical science faculty have agreed to broaden the experiments acceptable to complete this outcome but will continue to use the lab report as the assessment. The faculty are currently constructing a common rubric to use for assessing the lab reports to ensure the data reported is equal.

Program Name: PHYS.1417

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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 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, use the LINK button)

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 |
| 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

24 students from 1 distance learning section of PHYS 1417, were assessed for the fall semester. Percents of assessed students who were successful at reaching the benchmark 70% score, by Core Objective were:

COM - 0%
CT - 71%
EQR - 69%
TW - 0%

46 students from 3 face-to-face sections of PHYS 1417, representing 2 main campuses, were assessed for the spring semester. Percents of assessed students who were successful at reaching the benchmark 70% score, by Core Objective were:

COM - 89%
CT - 89%
EQR - 80%
TW - 87%

Those not available for assessment (probably an indication of the drop out rate) was 8% for face-to-face students in the fall semester and 11 % in the spring semester.

1.4.5.1 Analysis and Evaluation

The critical thinking core objective benchmark was met for the PHYS 1417 distance learning course in the fall 2017 semester, all other core objective benchmarks were not met.

All four core objective benchmarks were met for the spring 2018 semester.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.4.5.3 Description of Changes

The physics/physical science faculty have agreed to broaden the experiments acceptable to complete this outcome but will continue to use the lab report as the assessment. The faculty are currently constructing a common rubric to use for assessing the lab reports to ensure the data reported is equal.

1.4.5.4 Distance Learning: Analysis and Evaluation

The critical thinking core objective benchmark was met for the PHYS 1417 distance learning course in the fall 2017 semester, all other core objective benchmarks were not met.

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

The physics/physical science faculty have agreed to broaden the experiments acceptable to complete this outcome but will continue to use the lab report as the assessment. The faculty are currently constructing a common rubric to use for assessing the lab reports to ensure the data reported is equal.

Program Name: POFI.2301

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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

Prepare a document for a sales meeting. Create a letter that includes a table detailing specific information and create a SmartArt organizational chart to be included with the document.

1.4.3 Required General Education Outcome for this SLO (LINK to selection, use the LINK button)

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 2017 POFI 2301 lecture class 8 students completed the business letter with an embedded table assignment. 6 students completed the assignment with a score of 70% or higher. Two students did not submit the assignment. The class objective was met because 75% of the students completed the assignment with a score of 70% or higher.

POFI 2301 was not offered as a lecture class in the Spring 2018 semester.

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 2017 online course 15 out of 21 students completed the business letter with an embedded table assignment. 15 students completed the assignment with a score of 70% or better, and 6 students did not attempt the assignment. The class objective was met because 71% of the students completed the assignment with at least 70% mastery.

In the POFI 2301 Spring 2018 online class 18 out of 22 students completed the business letter with an embedded table assignment. 18 students completed the assignment with 90% mastery or higher, and 4 students did not attempt the assignment. The class objective was met because 82% of the students completed the assignment with at least 70% mastery.

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 at creating tables in Word, and they also must correctly formatting a business letter.

Program Name: POFM.1300

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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

1.4 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, use the LINK button)

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

This was not a face to face course it was a distance ed course.

1.4.5.1 Analysis and Evaluation

This was not a face to face course it was a distance ed course.

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, This was not a face to face course it was a distance ed course.

1.4.5.4 Distance Learning: Analysis and Evaluation

Eighty three percent of the students evaluated achieved 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

Students not achieving the objective will need to do remedial reading and study and be referred to the Cardinal Success Center for additional study activities. However, no changes are necessary because eighty three percent of students evaluated achieved the objective.

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, use the LINK button)

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

Not a face to face class

1.5.5.1 Analysis and Evaluation

This was a Distance Ed delivered class.

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

Distance Ed delivered class no changes necessary.

1.5.5.4 Distance Learning: Analysis and Evaluation

One hundred percent of the students achieved 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

Current methods successful no changes necessary.

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, use the LINK button)

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

This was not a face to face class, it was a distance ed class .

1.6.5.1 Analysis and Evaluation

This was not a face to face class, it was a distance ed class . .

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

Distance ed class, not a face to face class

1.6.5.4 Distance Learning: Analysis and Evaluation

One hundred percent of the students achieved 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

One hundred percent of the students achieved the objective, no changes necessary.

Program Name: POFM.1327

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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, use the LINK button)

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

This course was not a face to face class.

1.4.5.1 Analysis and Evaluation

Not a face to face class therefore no data was collected.

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

Not a face to face class no changes.

1.4.5.4 Distance Learning: Analysis and Evaluation

Sixty percent of the class assessed passed 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

Students that did not meeting the objective will need to meet with the Cardinal Success center tutors and review the material that was missed on the learning activity.

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, use the LINK button)

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

Not a face to face class not data

1.5.5.1 Analysis and Evaluation

Not a face to face class not data

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

Not a face to face class not data

1.5.5.4 Distance Learning: Analysis and Evaluation

Fifty per cent of the students that were evaluated achieved 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

Students that did not meeting the objective will need to meet with the Cardinal Success center tutors and review the material that was missed on the learning activity.

Program Name: POFT.1301

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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, use the LINK button)

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

There were two POFT 1301 lecture classes in Fall 2017. 25 total students completed the business memo editing and rewriting assignment. All 25 students that were evaluated completed the assignment with a score of 70% or higher. The objective was met because 100% of the students that were evaluated completed the assignment with a score of 70% or higher.

There were two POFT 1301 lectures classes in Spring 2018. 38 total students completed the business memo editing and rewriting assignment. 31 students completed the assignment with a score of 70% or higher. 7 students received a grade below 70%. Therefore, 82% of the evaluated students completed the assignment with a score of 70% or higher 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 met in both classes, I will redefine the benchmark. 70% of the evaluated students will demonstrate an ability of 80% 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 2017 online class 19 out of 22 students completed the business memo editing and rewriting assignment. 19 students completed the assignment with a score of 70% or higher. 3 students did not attempt the assignment. The class objective was met because 86% of the students completed the assignment with a score of 70% or higher.

In the POFT 1301 Spring 2018 online class 14 out of 21 students completed the business memo editing and rewriting assignment. 14 students completed the assignment with a score of 70% or higher. 7 students did not attempt the assignment. Therefore, the class objective was not met because only 67% 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: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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, use the LINK button)

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

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 2018 lecture class 16 out of 18 students completed the presentation assignment. 14 students completed the assignment with a score of 80% or higher, 2 students completed the assignment with a score of below 80%, and 2 students did not attempt the assignment. Therefore, the class objective was met because 78% 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 2017 online course 17 of 21 students completed the presentation assignment. 16 students completed the assignment with a score of 80% or higher, 1 student completed the assignment with a score below 80%, and 4 students did not attempt the assignment. Therefore, the class objective was met because 76% 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: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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, use the LINK button)

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

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

This contains the results and analysis of the LEAPS as submitted and changes which might be expected for the following year.

1.4.5.1 Analysis and Evaluation

Students enrolled in PSYH 2301 were successful in their learning and application of communication, critical thinking, empirical/quantitative, and social responsibility.

Communication 81% of students met or exceeded 24 on the rubric

Critical Thinking 67% of students met or exceeded 24 on the rubric

Empirical/Quantitative 70% of students met or exceeded 7 on the rubric

Social Responsibility 69% of students met or exceeded 8 on the 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

Instructors for this class will review the results, the rubric, the textbook, and the administration of the assessments and make necessary changes.

1.4.5.4 Distance Learning: Analysis and Evaluation

Students enrolled in PSCH 2301 online were somewhat successful in their learning and application of communication, critical thinking, empirical/quantitative and social responsibility.

Communication 78% of students met or exceeded 24 on the rubric

Critical thinking 56% of students met or exceeded 24 on the rubric

Empirical/quantitative 67% of students met or exceeded 7 on the rubric

Social responsibility 86% of students met or exceeded 8 on the rubric

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

Instructors for this class will review the results, the rubric, the LEAP assessment and the administration of the assessment and make appropriate changes.

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, use the LINK button)

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 |

1.5.4 Measure of Success

65% of the students will demonstrate a superior or excellent rating on CT, CM, SR rubric.

1.5.5 Data Summary

This is the results and analysis of the LEAPs as submitted and changes to consider.

1.5.5.1 Analysis and Evaluation

Students enrolled in PSY 2301 face to face were successful in their learning and application of communications, critical thinking, empirical/quantitative and social responsibility.
 Communication 81% of students scored at least 3 out of 5 points on the communication rubric
 Critical Thinking 67% of students scored at least 3 out of 5 points on the critical thinking rubric
 Empirical/quantitative 70% of students scored at least 3 out of 5 points on the empirical/quantitative rubric
 Social Responsibility 69% of students scored at least 8 out of 10 points on the social responsibility rubric

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

Review the results this is new rubric and consider revisions or changes as determined by the division.

1.5.5.4 Distance Learning: Analysis and Evaluation

Students enrolled in PSY 2301 online were successful in their learning and application of communication, critical thinking, empirical/quantitative and social responsibility.

Communication 78% of students scored at least 3 out of the possible 5 points on the communication rubric

Critical Thinking 56% of students scored at least 3 out of the possible 5 points on the critical thinking rubric

Empirical/quantitative 67% of students scored at least 3 out of the possible 5 points on the empirical/quantitative rubric

Social responsibility 86% of students scored at least 8 out of the possible 10 points on the social responsibility rubric

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

Review the results with the new rubric and make revisions as determined by the department.

Program Name: PSYC.2314

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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, use the LINK button)

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 |
| 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

Students enrolled in PSY 2314 were successful in their learning and application of communication, critical thinking, empirical/quantitative and social responsibility.

Communication 71% of students scored at least 24 out of 30 points on the communication rubric

Critical thinking 90% of students scored at least 24 out of 30 points on the critical thinking rubric

Empirical/quantitative 87% of students scored at least 7 out of 10 points on the empirical/quantitative rubric

Social responsibility 83% of students scored at least 8 out of 10 points on the social responsibility rubric.

1.4.5.1 Analysis and Evaluation

Review the results with the new rubric and make revisions as determined by the department.

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

Review the results and the rubric and make revisions if needed.

1.4.5.4 Distance Learning: Analysis and Evaluation

Students enrolled in PSY 2314 online were successful in their learning and application of communication, critical thinking, empirical/quantitative, and social responsibility.

Communication 90% of students scored at least 24 out of 30 on the communication rubric

Critical thinking 94% of students scored at least 24 out of 30 on the critical thinking rubric

Empirical/quantitative 92% of students scored at least 7 out of 10 on the empirical/quantitative rubric

Social responsibility 95% of students scored at least 8 out of 10 on the social responsibility rubric

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

Review the results and consider changes to the new rubric as determined by the department.

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, use the LINK button)

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

Overall in both face to face and online classes, students were successful, meeting the benchmark as indicated by the agreed upon rubric of the department.

1.5.5.1 Analysis and Evaluation

The department will review the results and rubric and determine if revisions are necessary.

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

The results and the rubric seem to be acceptable. The department will review the same and determine if the rubric should be modified.

1.5.5.4 Distance Learning: Analysis and Evaluation

The department will review the results and the rubric and consider whether changes should be made.

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 results meet more than the minimum listed in the rubric. The department will review the results and the rubric and consider whether revisions should be made.

Program Name: SOCI.1301

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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, use the LINK button)

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

65% of students will demonstrate an exemplary or acceptable rating on a rubric for CT, CM, and EQ

1.4.5 Data Summary

The results of the LEAPs submitted will be considered.

1.4.5.1 Analysis and Evaluation

Students enrolled in SOC 1301 face to face were successful in their learning and application of communication, critical thinking, empirical/quantitative. and social responsibility.

Communication 84% of students scored at least 24 out of 30 on the communication rubric

Critical Thinking 75% of students scored at least 24 out of 30 on the critical thinking rubric

Empirical/quantitative 81% of students scored at least 24 out of 30 on the empirical quantitative rubric

Social responsibility 75% of students scored at least 7 out of 10 on the social responsibility 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

The department will review the results and the rubric and consider revisions.

1.4.5.4 Distance Learning: Analysis and Evaluation

Students enrolled in SOC 1301 on line were successful in their learning and application of communication, critical thinking, empirical/quantitative. and social responsibility.

Communication 79% of students scored at least 24 out of 30 on the communication rubric

Critical Thinking 79% of students scored at least 24 out of 30 on the critical thinking rubric

Empirical/quantitative 79% of students scored at least 24 out of 30 on the empirical quantitative rubric

Social responsibility 79% of students scored at least 7 out of 10 on the social responsibility rubric

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

The department will consider the results on the online and face to face classes and the rubrics 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, use the LINK button)

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 |
| 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

Face to face students were more successful than online students based upon the rubrics used. The department will review the results and consider revisions.

1.5.5.1 Analysis and Evaluation

Difference in face to face and online results will be considered and reviewed along with the rubric used.

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

The department will consider the results of the LEAPs and compare with the rubric and consider revisions to the rubric.

1.5.5.4 Distance Learning: Analysis and Evaluation

The department will review the results and compare with the face to face results and consider whether revisions are necessary.

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

Review the results on the online students and the face to face students and consider whether revisions should be made in the rubric and analysis.

Program Name: SOCI.1306

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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, use the LINK button)

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 |
| 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

The results of the LEAPs will be considered in possible changes for the upcoming year.

1.4.5.1 Analysis and Evaluation

Students enrolled in SOC 1306 face to face were successful in their learning and application of communication, critical thinking, empirical/quantitative. and social responsibility.

Communication 76% of students scored at least 24 out of 30 on the communication rubric

Critical Thinking 76% of students scored at least 24 out of 30 on the critical thinking rubric

Empirical/quantitative 74% of students scored at least 24 out of 30 on the empirical quantitative rubric

Social responsibility 91% of students scored at least 7 out of 10 on the social responsibility 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

The department will review the results and the rubric to determine if revisions are necessary.

1.4.5.4 Distance Learning: Analysis and Evaluation

Students enrolled in SOC 1306 online were somewhat successful in their learning and application of communication, critical thinking, empirical/quantitative. and social responsibility.

Communication 47% of students scored at least 24 out of 30 on the communication rubric

Critical Thinking 44% of students scored at least 24 out of 30 on the critical thinking rubric

Empirical/quantitative 44% of students scored at least 24 out of 30 on the empirical quantitative rubric

Social responsibility 47% of students scored at least 7 out of 10 on the social responsibility rubric

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

The department will review the results and the rubric and determine if changes should be made. Also the department will consider means to having more students complete the LEAP assessment.

Program Name: SOCI.2301

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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, use the LINK button)

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 |

1.4.4 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

The LEAP results will be submitted and examined to determine how successful the students were.

1.4.5.1 Analysis and Evaluation

Students enrolled in SOC 2301 face to face were successful in their learning and application of communication, critical thinking, empirical/quantitative. and social responsibility.

Communication 84% of students scored at least 24 out of 30 on the communication rubric

Critical Thinking 75% of students scored at least 24 out of 30 on the critical thinking rubric

Empirical/quantitative 81% of students scored at least 24 out of 30 on the empirical quantitative rubric

Social responsibility 81% of students scored at least 7 out of 10 on the social responsibility 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

The department will review the results and the rubric and consider whether revisions are needed.

1.4.5.4 Distance Learning: Analysis and Evaluation

Students enrolled in SOC 2301 on line were successful in their learning and application of communication, critical thinking, empirical/quantitative. and social responsibility.

Communication 79% of students scored at least 24 out of 30 on the communication rubric

Critical Thinking 79% of students scored at least 24 out of 30 on the critical thinking rubric

Empirical/quantitative 79% of students scored at least 24 out of 30 on the empirical quantitative rubric

Social responsibility 79% of students scored at least 7 out of 10 on the social responsibility rubric

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

The department will consider the LEAP results and rubric and determine if revisions are necessary.

Program Name: SPAN.1411

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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, use the LINK button)

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

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 65%.

1.4.5.1 Analysis and Evaluation Analysis

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 Youtube with an audience present.

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 Changes

We will use Youtube for future presentations.

1.4.5.4 Distance Learning: Analysis and Evaluation Analysis

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 Youtube with an audience present. This could be accomplished through Canvas.

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 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 Youtube with an audience present.

Program Name: SPAN.1412

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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, use the LINK button)

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

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 76% mastery.

1.4.5.1 Analysis and Evaluation Analysis

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 Youtube with all students present.

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 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 Youtube 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 Analysis

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 Youtube with all students present via the LMS conference feature.

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 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 Youtube 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: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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, use the LINK button)

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

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 72% mastery score.

1.4.5.1 Analysis and Evaluation Analysis

The students were largely composed of students with a major in Spanish. In light of this, we may rotate to a lengthier oral presentation next year.

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 Changes

We shall rotate to a longer version of this activity next cycle.

1.4.5.4 Distance Learning: Analysis and Evaluation Analysis

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

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

1.4.5.6 Distance Learning: Description of Changes Changes

We shall rotate to a longer version of this activity next cycle.

Program Name: SPAN.2312
Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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, use the LINK button)

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

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 1 point (71%)

1.4.5.1 Analysis and Evaluation Analysis

Native speakers and Spanish majors are a factor in such success.

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 Changes

We will discuss moving the benchmark up for the future cycle.

1.4.5.4 Distance Learning: Analysis and Evaluation Analysis

Redefine benchmark level (increase, if benchmark is met)

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 Changes

We will discuss moving the benchmark up for the future cycle.

Program Name: SPCH.1315

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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 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 construct a speech outline with an organizational pattern and components that are appropriate for the intended audience.

1.4.3 Required General Education Outcome for this SLO (LINK to selection, use the LINK button)

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

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

CT - $180/192 = 94\%$

Students who scored at least 70% of the available points for this component

COMM - $182/192 = 94\%$

Students who scored at least 70% of the available points for this component

1.4.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.4.5.3 Description of Changes

-Instructor will emphasize critical thinking skills to improve the critical thinking scores using the speech rubric and outline rubric in future courses.

1.4.5.4 Distance Learning: Analysis and Evaluation

CT - $218/261 = 84\%$

Students who scored at least 70% of the available points for this component

COMM - $226/262 = 86\%$

Students who scored at least 70% of the available points for this component

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

-Uploading videos of speeches to Canvas was cumbersome and took too long. Instructor will ask students to load videos to Youtube and paste the link to Canvas.

-Instructor did not have a group activity and will create one for next semester.

-Instructor will emphasize critical thinking measures in order to improve critical thinking scores using the speech rubric and outline rubric in future courses.

-Instructor will record lectures for classes to better explain lessons.

-Instructor will add more tasks near later half of semester to keep student engagement.

-Add some technology lessons to alleviate fear of technology.

1.5 Measured Outcome

1.5.1 Student Learning Outcomes

Students will experience continuous improvement in their speech construction and delivery.

1.5.2 Learning Activities

Students will review each of their speeches by watching their speech videos. They will submit a comprehensive self-evaluation including a concrete plan of improvement.

1.5.3 Required General Education Outcome for this SLO (LINK to selection, use the LINK

button)

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

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

PR - $176/192 = 92\%$

Students who scored at least 70% of the available points in 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

Instructors may consider increasing benchmark.

1.5.5.4 Distance Learning: Analysis and Evaluation

PR - $228/280 = 81\%$

Students must score at least a 70% of available points in this component

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

Students who are not submitting self-evaluations may consider going to SCS to view their own speech videos for self-evaluation.

1.6 Measured Outcome

1.6.1 Student Learning Outcomes

Develop proficiency in working with groups or in dyads in a variety of situations.

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.

-"Seek and Destroy Exercise"-Students present their persuasive propositions and preliminary outlines to a partner for critique. After they have critiqued each other's propositions, they switch partners and the

process begins again. The goal is to find as many flaws as possible in the students' arguments so that they can do research to make their speeches stronger.

1.6.3 Required General Education Outcome for this SLO (LINK to selection, use the LINK button)

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

1.6.4 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

TW - $179/182 = 98\%$

Students who scored at least 80% of the available points for this component.

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

Institute a rubric to measure the exercise.

1.6.5.4 Distance Learning: Analysis and Evaluation

TW - $114/121 = 94\%$

Students who scored at least 80% of the available points in this component

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

Instructor would monitor the discussion board more frequently to ensure appropriate dialogue.

Program Name: SPCH.1321

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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

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 Instructors may choose one or more of these activities.

- 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 persuasive oral presentation based on their research of their desired career field or other area of interest, 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, use the LINK button)

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 |

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

CT: 49/50= 98% Number of students who scored at least 70% of the available points for this component

COMM: 49/50 =98% Number of students who scored at least 70% of the available points for this component

PR: 28/44=64% Number of students who scored at least 70% of the available points for this component

1.4.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.4.5.3 Description of Changes

-Next year, I will find a better way to assess personal responsibility. I used how well they worked on a team this year. I would like to develop another group project for this class. So far, the students have been doing a great job with the Public Service Announcements.

-Additional emphasis on the importance of self-evaluation to support and contribute to personal and professional growth is needed. Also, an additional evaluation of an interview project opportunities are needed to help students self-measure their progress.

1.4.5.4 Distance Learning: Analysis and Evaluation

CT: 17/19=89% Number of students who scored at least 70% of the available points for this component

COMM: 17/19=89% Number of students who scored at least 70% of the available points for this component

PR: 13/19=68% Number of students who scored at least 70% of the available points for this component

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

-Additional emphasis on the importance of self-evaluation to support and contribute to personal and professional growth is needed. Also, an additional evaluation of an interview project opportunities are needed to help students self-measure their progress.

-Next year, I will find a better way to assess personal responsibility. I used how well they worked on a

team this year. I would like to develop another group project for this class. So far, the students have been doing a great job with the Public Service Announcements.

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. An example of group activity may include a live or recorded PSA. Such an activity would incorporate CT, COMM, TW as well as PR.

1.5.3 Required General Education Outcome for this SLO (LINK to selection, use the LINK button)

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

70% of students will score 80% of the available points for Teamwork.

1.5.5 Data Summary

1.5.5.1 Analysis and Evaluation

TW: $32/42=76\%$ Number of students who scored at least 80% of the available points for this component

1.5.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.5.5.3 Description of Changes

- Some team-building activities should be developed earlier in the semester to increase cohesion for when the teams are working on a group project.
-I will require the students to do a least two check-ins before they complete their group project

1.5.5.4 Distance Learning: Analysis and Evaluation

TW: 13/19=68% Number of students who scored at least 80% of the available points for this component

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 require the students to do a least two check-ins before they complete their group project. In my online class, several students had a hard time working in groups. Most of the students in the class work full-time, so it was hard for them to coordinate their schedules. I will break down the project in increments, so they will not be overwhelmed or rush to finish the project.

Program Name: TECA.1311

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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, use the LINK button)

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

85% of students met standard for:

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

85% of students met standard for:

Career Entry Skills (CE) Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation.

1.4.5.1 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

85% of students met standard for:

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

85% of students met standard for:

Career Entry Skills (CE) Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation.

1.4.5.5 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

60 percent of the evaluated students will demonstrate an ability of 70% mastery of the objective

Program Name: TECA.1318

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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, use the LINK button)

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

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

1.4.5.4 Distance Learning: Analysis and Evaluation

78 percent of the evaluated students demonstrated an ability of 70% mastery of the objective

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

70 percent of the evaluated students will demonstrate an ability of 70% mastery of the objective

Program Name: TECA.1354

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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, use the LINK button)

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

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

1.4.5.4 Distance Learning: Analysis and Evaluation

73 percent of students evaluated met the required standard for the objective.

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

At the end of each unit of development, students will participate in a project to demonstrate critical aspects of that domain of development.

TDCJ Vocational

Program Name: ABDR.1441

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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, use the LINK button)

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

Changing to smaller dent repair first has increased the ability of the student to gain a better understanding of the overall process and skill needed.

1.4.5.1 Analysis and Evaluation

Will continue to use small dent repair procedure with each student.

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: ABDR.2431

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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 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, use the LINK button)

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

Requiring each student to repair their plastic panel as a one on one project has a better outcome then as a group to retain the process.

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

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: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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, use the LINK button)

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

Over 85% of students retained skill of this lesson which will benefit them and their employer .

1.4.5.1 Analysis and Evaluation

Students worked well with this lesson, they had pride in seeing the finished product after being refinished and completed. They have learned this skill and will be able to gain employment.

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 with lesson.

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: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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

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, use the LINK button)

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

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

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, use the LINK button)

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

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, use the LINK button)

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

1.6.4 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, use the LINK button)

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

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, use the LINK button)

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

80% of students will receive a minimum score of 70 on the test.

2.4.5 Data Summary

Students were tested after class lectures and hands on lab. Students were evaluated based on written test results

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, use the LINK button)*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

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, use the LINK button)*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

2.6.4 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, use the LINK button)

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, use the LINK button)

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, use the LINK button)

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 |
|---------------------|---|

3.5.4 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

Edit Copy

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, use the LINK button)*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

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: #5 Sep 1, 2017 to Aug 31, 2018

1 Course

ITSC 1001, Introduction to Computers

1.1 Division-Department

TDCJ - Business Computer Information

1.2 Course Type

WECM Course (nonTransfer)

1.3 Required General Education Outcomes for Course (LINK to selection, use the LINK button)

Learning Outcomes

Student Learning Outcomes: Have a basic understanding of computer hardware, software, networks and how these tools can be used to achieve business goals.

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 Measured Outcome

Measure of Success: 75% of the evaluated students will demonstrate an ability of 75% mastery of the objective as demonstrated by test scores.

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, use the LINK button)

Have a basic understanding of computer hardware, software, networks and how these tools can be used to achieve business goals.

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 |

1.4.4 Measure of Success

70% of the evaluated students will demonstrate an ability of 70% mastery of the objective.

1.4.5 Data Summary Educate the Offender population

SLOs are currently being met in this subject.

1.4.5.1 Analysis and Evaluation A greater demand for 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

Added new text books.

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

1.4.5.6 Distance Learning: Description of Changes N/A

Not applicable

2 Course

ITSE 1009, Integrated Software Applications I

2.1 Division-Department

TDCJ - Business Computer Information

2.2 Course Type

WECM Course (nonTransfer)

2.3 Required General Education Outcomes for Course (LINK to selection, use the LINK button)

Learning Outcomes

Student Learning Outcomes: To understand and practice how to use Microsoft Word practices to produce written materials for general business use.

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 Measured Outcome

Measure of Success: 75% of the evaluated students will demonstrate an ability of 75% mastery of the objective as demonstrated by saved class work and test scores.

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, use the LINK button)

To understand and practice how to use Microsoft Word practices to produce written materials for general business use.

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

Bring forth learning for those who have never had computer experience since they have been removed from the free world.

2.4.5.1 Analysis and Evaluation Train those who have not been trained.

2.4.5.2 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.)

2.4.5.3 Description of Changes

Assist in getting tutors for the students that require them.

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

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

WECM Course (nonTransfer)

3.3 Required General Education Outcomes for Course (LINK to selection, use the LINK button)

Student Learning Outcomes: To understand and practice how to use Microsoft Excel practices to produce spreadsheet materials for general business use.

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

Measure of Success: 75% of the evaluated students will demonstrate an ability of 75% mastery of the objective.

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, use the LINK button)

To understand and practice how to use Microsoft Excel practices to produce spreadsheet materials for general business use.

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 |

3.4.4 Measure of Success

75% of the evaluated students will demonstrate an ability of 70% mastery of the objective.

3.4.5 Data Summary

Students have a good understanding of spreadsheet software.

3.4.5.1 Analysis and Evaluation

Students became more advanced in being able to understand how Excel uses cell references to complete even complicated equations, Along with financial equations.

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

Allow students to work together as they progress through the class. This not only allows them to learn but also improves what the others have gained from the class.

3.4.5.4 Distance Learning: Analysis and Evaluation N/A

Not applicable

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

Not applicable

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

WECM Course (nonTransfer)

4.3 Required General Education Outcomes for Course (LINK to selection, use the LINK button)

To understand and practice how to use Microsoft PowerPoint practices to produce presentation materials for general business use.

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

Measure of Success: 75% of the evaluated students will demonstrate an ability of 75% mastery of the objective.

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, use the LINK button)

To understand and practice how to use Microsoft PowerPoint practices to produce presentation materials for general business use.

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

Introduce the Presentation software into the population.

4.4.5.1 Analysis and Evaluation A greater demand for classes

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

Allow students to in groups more than in a singularity.

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

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

WECM Course (nonTransfer)

5.3 Required General Education Outcomes for Course (LINK to selection, use the LINK button)

Recognize and create professional business Web sites that demonstrate accurate formats and ideas expressed in appealing, clear, and concise order.

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

70% of the evaluated students will demonstrate an ability of 70% mastery of the objective.

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, use the LINK button)

Recognize and create professional business Web sites that demonstrate accurate formats and ideas expressed in appealing, clear, and concise order.

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 |
| 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 Train those who have not been trained.

5.4.5.1 Analysis and Evaluation

By introducing into the population the web design we found that the interest was in high demand and they received a feeling of accomplishment when the project was completed. Most wanted to be able to introduce their own site into the free world when they were released.

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

Added new material via an Intranet site that created for them some free world scenarios.

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

5.4.5.6 Distance Learning: Description of Changes

Not applicable

6 Course

ARTC1017 DESIGN COMMUNICATIONS I

6.1 Division-Department

TDCJ - Business Computer Information

6.2 Course Type

WECM Course (nonTransfer)

6.3 Required General Education Outcomes for Course (LINK to selection, use the LINK button)

The study of Graphic Design and introduction into the use of Graphic Design software with the use of an open source application from Blender.Org.

This class will be introduced to Blender 2.78c which is the latest Blender version that is not in a BETA state.

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 |

6.4 Measured Outcome

75% of the evaluated students will demonstrate an ability of 75% mastery of the objective.

6.4.1 Student Learning Outcomes

Given a workplace scenario requiring a design solution, which assess the communication purpose and then prepare the materials that achieve the goal efficiently and effectively.

6.4.2 Learning Activities

The students will be given the task of creating a solid model of an inanimate object, in this case a mechanical robot. Along with the task of creating a texture and applying the texture to the object. The last step will be to add the "Bones" to enable the animation step. Bones are the objects that actually allow an inanimate object to become animated.

6.4.3 Required General Education Outcome for this SLO (LINK to selection, use the LINK button)

75% of the evaluated students will demonstrate an ability of 75% mastery of the objective.

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 |

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 A greater demand for classes

6.4.5.1 Analysis and Evaluation

Students found themselves wanting to learn more than expected. The interest of this class alone has brought forth a greater interest as well as having students reveal their talents that were virtually unknown until now.

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

I have brought to the classroom new books as well as visual aids to engage the students in the process of learning the topic.

There have been multiple request to continue the class as an intermediate and advance which could lead to an AAS in Graphic design.

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

6.4.5.6 Distance Learning: Description of Changes

Not applicable

Program Name: Certificate Non-Credit - Construction/Carpentry (TDCJ)
 Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

STUDENTS WILL LEARN TO SAFELY USE A STEP LADDER.

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

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, use the LINK button)

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

85% OF THE STUDENTS WILL SCORE 85% OR BETTER ON THE DEMONSTRATION TEST FOR SAFE STEP LADDER USAGE.

1.4.5 Data Summary

safe use of the step ladder 95% of the students scored 100% on the step ladder safety test.

1.4.5.1 Analysis and Evaluation ladder safety

95% of the students enrolled scored 100% on thr step ladder safety test.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.4.5.3 Description of Changes changes

to include more in shop activities to increase understanding of the safe use of the step ladder.

1.4.5.4 Distance Learning: Analysis and Evaluation

Not applicable not offered

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: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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, use the LINK button)

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 |
| 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 CV 002, Masonry/Bricklaying CV 002, Masonry/Bricklaying

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

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

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, use the LINK button)

General Outcomes Links

| | |
|---|----------------------------------|
| General Education (Use for | General Education 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

A continuation of masonry I with emphasis on hands on application of masonry concepts and theories.

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**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

Program Name: CETT.1341

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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, use the LINK button)

General Outcomes Links

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

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

| | |
|---------------------|---|
| 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

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, use the LINK button)

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, use the LINK button)

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 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: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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, use the LINK button)

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 |

1.4.4 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, use the LINK button)

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 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, 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.

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, use the LINK button)

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: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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, use the LINK button)

General Outcomes Links

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

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

| | |
|---------------------|---|
| 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

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, use the LINK button)

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 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, use the LINK button)

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 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, use the LINK button)*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

1.7.4 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.1309 (TDCJ)

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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, use the LINK button)

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 work satisfactorily.

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

books, software, and hardware have been updated.

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.1317 (TDCJ)

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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, use the LINK button)

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 satisfactorily completed the assigned 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

software, books, and hardware have been updated

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.1405 (TDCJ)

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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, use the LINK button)

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 assigned work satisfactorily.

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

books, software, and hardware update.

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, use the LINK button)

1.5.4 Measure of Success

1.5.5 Data Summary

1.5.5.1 Analysis and Evaluation

all outcome were 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

none required

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.1433 (TDCJ)

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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, use the LINK button)

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

all work was performed satisfactorily

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

hardware, software, and book updates

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 (TDCJ)

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

1 Course

1.1 Division-Department

1.2 Course Type

1.3 Required General Education Outcomes for Course (LINK to selection, use the LINK button)

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, use the LINK button)

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: DFTG.2419 (TDCJ)

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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, use the LINK button)

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 completed the work satisfactorily

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

books, software and hardware updates were 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: DFTG.2440 (TDCJ)

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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, use the LINK button)

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

student performance was satisfactory

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

hardware, software, and book upgrades were 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: ELPT.1221

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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

Read the required chapters complete reviews and assignments related to the chapters and test on each chapter.

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, use the LINK button)

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 = Raise the projected completion level.

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: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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

Read the required chapters complete reviews and assignments related to the chapters and test on each chapter.

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, use the LINK button)

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.1291

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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

Read the required chapters complete reviews and assignments related to the chapters and test on each chapter.

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, use the LINK button)

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: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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

Read the required chapters complete reviews and assignments related to the chapters and test on each chapter.

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, use the LINK button)

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

1.4.4 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: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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

Read the required chapters complete reviews and assignments related to the chapters and test on each chapter.

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, use the LINK button)

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

1.4.4 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

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, use the LINK button)

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 |

1.5.4 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: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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

Read the required chapters complete reviews and assignments related to the chapters and test on each chapter.

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, use the LINK button)

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.1445

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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

Read the required chapters complete reviews and assignments related to the chapters and test on each chapter.

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, use the LINK button)

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: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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

Read the required chapters complete reviews and assignments related to the chapters and test on each chapter.

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, use the LINK button)

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: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

1.4 Measured Outcome Students will create a game program.

The students will demonstrate the ability to create a text based game program.

1.4.1 Student Learning Outcomes Students will create a game program.

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, use the LINK button)

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 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

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 N/A

Program Name: HALT.1401

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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 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, use the LINK button)

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

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

Alternative assignment/activity

1.4.5.3 Description of Changes

Students will be able to draw a plant and identify the parts and characteristics will be given.

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: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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

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, use the LINK button)

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

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 students will produce a landscape design on 11 X 17 Vellum paper utilizing plant selection, location, proper usage of space and plants, The students will use an engineer scale, pencil, and protractor. The project must have a legend, use symbols, and be neatly drawn.

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: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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 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, use the LINK button)

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

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: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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, use the LINK button)

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 bettter 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

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: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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 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, use the LINK button)

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 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: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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 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, use the LINK button)

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 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: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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, use the LINK button)

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: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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 Students will complete a java program.

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, use the LINK button)

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

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 TDCJ - Computer Science

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, use the LINK button)

2.4 Measured Outcome The students will create a java progra

The students will create a java based program.

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, use the LINK button)

General Outcomes Links

General General

| | |
|----------------------------------|--------------------|
| Education (Use for LEAPs) | 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

N/A

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

N/A

Program Name: ITSE.1307 (TDCJ)

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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 Students will create a C++ program.

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, use the LINK button)

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 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**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 N/A

Program Name: ITSE.1325 (TDCJ)

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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 Students will be able to identify computer parts.

Students will be able to identify computer part from labeled parts.

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, use the LINK button)

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 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 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 N/A

Program Name: ITSE.1331 (TDCJ)

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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 Students will pass the final VB test.

Students will pass the Visual Basic final test with a 70% or higher average.

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, use the LINK button)

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: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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 Students will be able to identify computer parts.

Student will Identify various computer parts from labeled computer parts.

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, use the LINK button)

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 various 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: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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 Students will create a M.S. Office document using software.

Students will create a document using the M.S. Office application software.

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, use the LINK button)

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

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: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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, use the LINK button)

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

Students were successful (80%) in completing the corner weld without a filler rod. Some students were mentors for students struggling with this task.

1.4.5.1 Analysis and Evaluation

80% of students were able to pass inspection of setting a neutral flame and welding a corner joint with no filler metal.

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 made as a result of the evaluation were added to where students who have reached a masterly level of the skill would help in the development of struggling students. Sometimes students can learn from their peers, due to the more one on one time. This also helps the master level student grow in the learning process from helping another 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: WLDG.1430 (TDCJ)

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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, use the LINK button)

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 sk

1.4.5 Data Summary

1.4.5.1 Analysis and Evaluation

85% of students were able to pass demonstration test of vertical butt, T, and multipass welds

1.4.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.4.5.3 Description of Changes

Changes made as a result of the evaluation were added emphasis on the correct GMAW electrode angle for each of the different welds, and major emphasis on correct machine settings for various thickness of metals and positions.

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.1457 (TDCJ)

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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, use the LINK button)

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 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, use the LINK button)

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 (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

80% of Students will perform mastery of this skill.

1.4.5 Data Summary

1.4.5.1 Analysis and Evaluation

85% of students were able to pass the inspection 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

Changes as a result of this evaluation the benchmark will be moved to 85% of students performing at mastery level. Since 85% was reached that should be the new standard as we try to reach a 100% mastery level by all students

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

End of report

Administrative Support Services

Program Name: 7.1 Director of Strategic Planning, Effectiveness, & Accreditation
 Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

1 Goal Administrative Outcome Unit Workshops

Provide ongoing training to administrative staff on how to effectively write administrative outcomes.

1.1 Outcome Description

Provide administrative outcomes training that includes concise statements that provides a model for scoring administrative outcomes that will help the user in writing effective and meaningful administrative outcomes.

1.2 Implementation Strategy

Improve the overall scoring of the administrative outcomes of the college from a score of 39 to a score of 45 or better.

1.3 Assessment Method

The report that was generated for the 2016-2017 Administrative Outcomes will be compared to the 2017-2018 report to gauge improvement.

1.4 Criterion (Expected Outcome)

Improve the overall score of the administrative outcomes of the college from a score of 39 to a score of 45 or better.

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 Quality Enhancement Plan (QEP)

1.6 Relationship to Unit Mission

Not applicable.

1.7 Strategic Plan Relationship - LINK to selection (Use the LINK button to the Right, Select Gen Ed Outcome to See a list of the SP Action Area Outcomes)

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

2.6.3 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 outcome relates to strategic plan action area outcome 2.6.1 by ensuring the C planning and evaluation processes that incorporate a systematic review of institutional improvement in institutional quality.

This outcome relates to strategic plan action area outcome 2.6.2 by providing on-

1.8 Operational Budget Implications

We fund \$17,500 per year for Xitracs software that includes a program and assessment modules that is used to manage our administrative and learning outcomes for the College.

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)

The outcome was not met during the 2017-18 cycle due to the loss of a position during the year. The position was filled in May, 2017 so I have asked this position to create this outcome again in order to get back on track.

We did continue the training system-wide in order to improve our outcomes. We have received positive feedback and will continue to train as needed.

1.13 Changes as a Result of Evaluation

We will continue to monitor the progress of our outcomes and provided feedback in the comments section of Xitracs for institutional effectiveness purposes.

Program Name: 7.3 Associate VP of Facilities Management
Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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 (Use the LINK button to the Right, Select Gen Ed Outcome to See a list of the SP Action Area Outcomes)

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

The scope of the project grew providing for another 10,000 square feet of construction.

1.12 Results/Findings (Data Summary - Analysis & Evaluation)

The scope of work is being defined and work is progressing for a January 2019 opening. Major foundation issues were discovered as we put the final touches on the costs. So the project opening was pushed back. As the construction is progressing we hope to move the construction date up but at this point April 1, 2019 is our best guess.

1.13 Changes as a Result of Evaluation

The scope of work has grown on this project. Additional site work has occurred that adds more square footage to the project

Program Name: 7.3 Coordinator of Institutional Research
 Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

1 Goal

Increase student participation in surveys, focus on bookstore survey.

1.1 Outcome Description

Maintain bookstore survey participation above 190 completed surveys for Athens and above 75 for Terrell. Increase HSC and Palestine by 25% to 13 and 45 completed surveys respectively.

1.2 Implementation Strategy

IR personnel will spend at least one day during registration or first two class days of fall and spring semesters in the different bookstores administering surveys.

1.3 Assessment Method

The number of surveys completed will be used to determine the outcome.

1.4 Criterion (Expected Outcome)

Number of bookstore surveys completed by campus will be:

| | Athens | HSC | Palestine | Terrell |
|------------------|--------|-----|-----------|---------|
| Number completed | 191 | 13 | 45 | 76 |

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

N/A

1.6 Relationship to Unit Mission

This initiative facilitates the collection of data and provides more information for data-driven decision-making.

1.7 Strategic Plan Relationship - LINK to selection (Use the LINK button to the Right, Select Gen Ed Outcome to See a list of the SP Action Area Outcomes)

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

2.6.3 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

1.7.1 Strategic Plan Relationship Narrative

This initiative will provide better information as a part of TVCC's planning and evaluation processes and supports ensuring TVCC remains in compliance for SACSCOC.

1.8 Operational Budget Implications

Budgeted travel money will be used for travelling to the different campuses.

1.9 Personnel Budget Implications

Each semester all IR personnel will participate in bookstore survey collection. Estimate 18 days for the year.

1.10 Equipment Budget Implications

No additional equipment needed.

1.11 Personal Notes

1.12 Results/Findings (Data Summary - Analysis & Evaluation)

Number of surveys actually completed:

| | Athens | HSC | Palestine | Terrell |
|------------------|--------|-----|-----------|---------|
| Number completed | 194 | 67 | 73 | 103 |

We exceeded our goals at all bookstores. Athens was good for being in the bookstore during the first and second day of classes. Terrell we spent the first day of class and got a very good response rate. Both Palestine and Kaufman were not good for getting surveys completed in the bookstore. Because of low turn out from these two campuses, we requested the survey be given in a few classes. We received good responses from handling in that manner.

1.13 Changes as a Result of Evaluation

In the future, we will continue to spend time in the bookstores at Athens and Terrell. For Palestine and Kaufman we will coordinate with local staff to use instructors to have students complete the bookstore surveys in class.

2 Goal

Increase employee participation in surveys, focus on Learning Day survey.

2.1 Outcome Description

Increase participation in Learning Day survey by 20% over last three year average.

2.2 Implementation Strategy

Small giveaways will be offered to those who complete the survey and provide their identification. Surveys will still be able to be completed without identification, but the giveaway will not be given without the identification.

2.3 Assessment Method

The number of surveys completed will be used to determine the outcome.

2.4 Criterion (Expected Outcome)

20% over last three year average is 78.4/semester making the annual goal 157 respondents.

Historical Participation:

| | | | | | | |
|------------------|---------|---------|---------|---------|---------|---------|
| | SP 2017 | FL 2016 | SP 2016 | FL 2015 | SP 2015 | FL 2014 |
| Number Submitted | 81 | 70 | 34 | 70 | 86 | 51 |

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

N/A

2.6 Relationship to Unit Mission

This initiative facilitates the collection of data and provides more information for data-driven decision-making.

2.7 Strategic Plan Relationship - LINK to selection (Use the LINK button to the Right, Select Gen Ed Outcome to See a list of the SP Action Area Outcomes)

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

2.6.3

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

2.7.1 Strategic Plan Relationship Narrative

This initiative will provide better information as a part of TVCC's planning and evaluation processes and supports ensuring TVCC remains in compliance for SACSCOC.

2.8 Operational Budget Implications

Giveaways will run approximately \$1,000 for the year.

2.9 Personnel Budget Implications

No additional personnel needed. Extra work for ordering and providing giveaways will be less than one day each semester.

2.10 Equipment Budget Implications

No additional equipment needed.

2.11 Personal Notes

2.12 Results/Findings (Data Summary - Analysis & Evaluation)

We exceeded our goals with 106 surveys completed in fall and 132 in spring. The small token seems to have helped.

2.13 Changes as a Result of Evaluation

Because of the good response, we will continue to provide small gifts for completing the surveys. We will also look at other surveys that may benefit from an incentive.

Program Name: 7.3 Development Officer/Grant Coordinator
 Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

1 Goal Increase Grant Funding

1.1 Outcome Description

Increase grant funding for institutional programs (i.e. workforce, adult education, student services, etc.) by researching grant websites, working with staff or faculty (meetings, editing proposals, etc.) submitting grant applications and waiting for response from granting agency. We will apply for 50% of the grants we are eligible for up to 3 grants.

1.2 Implementation Strategy

Register and continue to receive email notices from grants.gov, THECB, TEA, TWC, etc. Also research foundations by searing internet and leads. Responding to emails from President and Vice President of Institutional Advancement.

1.3 Assessment Method

We measure this activity by applying for grants and then if we are awarded we mark the file awarded. College receives the funding and the project can begin. If we are not awarded we mark the file denied. College does not receive funding and project is denied.

1.4 Criterion (Expected Outcome)

To receive at least 33% of grants applied for.

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

This goal is related to the mission of the Office of Institutional Advancement. "The mission of the Trinity Valley Community College foundation is to support the growth and development of TVCC in whatever ways beneficial to 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 (Use the LINK button to the Right, Select Gen Ed Outcome to See a list of the SP Action Area Outcomes)

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

Increase grant funding to support institutional programs which in turn support students, faculty, staff.

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)

We continue to research grants daily and correspond with outside sources for funding. We continually correspond with Vice President for institutional advancement and with the president regarding grant funding opportunities. We registered to receive grant newsletter updates as well as updates from TWC and TEA along with THECB regarding grant opportunities. We applied for 8 grants in 2017-2018 and were not eligible for 3 grants. We applied for more than 50% of the grants we were eligible for. We received 8 grants so we received 100% of the grants we applied for. We continue to support the mission of the college and the institutional advancement office.

1.13 Changes as a Result of Evaluation

Our plan results were met for 2017-2018. We will continue to support the mission of the programs on campus and research and apply for grants.

Program Name: 7.3 Director of Accounting Services and Controller
 Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

1 Goal Modernize Business Office

The Business Office will focus on electronic file conversion.

1.1 Outcome Description Electronic Files

Convert accounts payable vendor payment paper files to electronic files using Image Now. Going forward all vendor payments and invoices will be filed electronic by vendor and paper files will be destroyed.

1.2 Implementation Strategy

The implementation strategy for the accounts payable electronic file conversion will be set up Image Now electronic vendor folder and then scan all vendor payments, invoices and back up documentation into the electronic vendor folders.

1.3 Assessment Method

To assess the progress of the goal, the success percentage will be based on the number of files scanned according to the vendor alphabet and successful conversion of the following fiscal years:

- FY 2015-2016 vendor payment files converted to electronic files.
- FY 2016-2017 vendor payment files converted to electronic files.
- FY 2017-2018 vendor payment files converted and scanning is up to date.

1.4 Criterion (Expected Outcome)

The expected outcome is electronic vendor payment files for FY16, FY17 and FY18 for vendors payments and invoices to be complete by 8/31/18.

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

Not applicable

1.7 Strategic Plan Relationship - LINK to selection (Use the LINK button to the Right, Select Gen Ed Outcome to See a list of the SP Action Area Outcomes)

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 Modernize Business Services Processes

The current vendor payment file process is outdated. Modernization of the process using electronic vendor files will allow the business office staff to be more efficient when processing payments to vendors or researching payment history of a vendor when requested by faculty and staff.

1.8 Operational Budget Implications

The cost of Image Now licenses are included in the Business Office operating budget request for FY18.

1.9 Personnel Budget Implications

Personnel implications are not expected for the goal. Current accounts payable staff and a federal work study student will convert the accounts payable files.

1.10 Equipment Budget Implications

Equipment budget implications are not expected during FY18.

1.11 Personal Notes

This outcome was a goal of FY17. However the process to convert paper files to electronic files was not a priority and the project didn't begin until late FY17. Accounts payable staff is currently working with IT to set up electronic file cabinets within Image Now.

1.12 Results/Findings (Data Summary - Analysis & Evaluation)

The electronic file conversion for Accounts Payable vendor files has been successful. The project is 79% complete as of August 31, 2018.

Vendor payments issued during the time period of September 1, 2017 thru August 31, 2018 scanning has been completed for 9.5 months out of 12 months. The time period of Sept 1, 2017 to mid-November of 2017 is in progress and will be complete soon.

Scanning of vendor payments is current for the months in the new fiscal year 2018-2019.

1.13 Changes as a Result of Evaluation

Changes as a result of evaluation is to request purchasing additional Image Now scanners in 2019-2020, or sooner. Both accounts payable specialists have recommended individual scanners to help streamline the workflow of scanning vendor payments into the electronic vendor filing system in real time the invoice and payment are issued to a vendor.

Program Name: 7.3 Director of Bookstore Services
 Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

1 Goal

Continue to improve the Bookstore's web presence by measuring hits to the new Bookstore link on the TVCC website.

1.1 Outcome Description

Continue to improve web presence through working with IT to improve the content provided on the Bookstore link and offering more content for students to access.

1.2 Implementation Strategy

Add more content/links on the Bookstore site to generate more student interest. Continue to add general merchandise items on eFollett site. Add option for pick up in stores for online orders. Add links to affiliate sites such as RedShelf to expand offerings available to students. Add content on the announcements tab to advertise special events and promotions. Work with IT to get reporting of hits to website over a one-year period to measure activity throughout the year.

1.3 Assessment Method

Request reporting from IT to measure hits to the website over a specified time period.

1.4 Criterion (Expected Outcome)

Hits to the website will increase over the designated time period due to better content and accessibility for students.

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

N/A

1.6 Relationship to Unit Mission

None

1.7 Strategic Plan Relationship - LINK to selection (Use the LINK button to the Right, Select Gen Ed Outcome to See a list of the SP Action Area Outcomes)

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

Students will have better access to services available in the Bookstore and will be able to access these services from any location.

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)

The Bookstore website was upgraded by IT and the following tabs were added: Announcements, Textbook Information, Cardinal Gear, Locations, Photos. The Announcements tab includes dates for upcoming events including buybacks, financial aid charges, graduation, etc. The Textbook tab includes general information about ordering textbooks online including a new option for pickup in all campus stores. A new link has been added for Red Shelf through TVCC where students can purchase ebooks. Information is included about placing orders by email using financial aid. The Cardinal Gear tab has not seen much change as we learned the link to our eFollett site will no longer be available as of 12/31/18. Per IT our page views to our site were 14,663 with 58 transactions on the Red Shelf site. Both sites see an increase in activity concentrated during rush periods and an overall upward trend. We had 258 online orders placed for pickup in store and received positive feedback on this new option.

1.13 Changes as a Result of Evaluation

The Bookstore will continue to make changes to the website to improve the student experience. Due to upcoming systems changes, the site will offer more options in course materials and general merchandise in the future.

Program Name: 7.3 Director of Building Services
 Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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)

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 (Use the LINK button to the Right, Select Gen Ed Outcome to See a list of the SP Action Area Outcomes)

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)

We are not able to implement the on call policy at this time because of the budget impact, we would be required to pay the employees minimum wage for all non work hours they are on call.

The current overtime policy is going to require some additional changes to cover the Building Services department because it was originally written for the Police department.

1.13 Changes as a Result of Evaluation

Because the policy changes were not completed this outcome will need to move to next year.

Program Name: 7.3 Director of Client Support Services
 Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

1 Goal Hardware Updates

Client Support Services will ensure the following applications remain updated.

- Microsoft OS
- Faronics Deep freeze
- Symantec antivirus

1.1 Outcome Description Client updates

Client Support Services will ensure the following applications remain updated.

- Microsoft OS
- Faronics Deep freeze
- Symantec antivirus
- Dell Advance Threat Protection will soon replace Symantec on all faculty and staff devices.

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)

Updates to computer devices provide more stable and secure environment for students, staff and faculty.

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 \(Use the LINK button to the Right, Select Gen Ed Outcome to See a list of the SP Action Area Outcomes\)](#)

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

none.

1.8 Operational Budget Implications

none.

1.9 Personnel Budget Implications

none.

1.10 Equipment Budget Implications

Updates and upgrades are part of the Client Support Services daily work.

1.11 Personal Notes

none

1.12 Results/Findings (Data Summary - Analysis & Evaluation)

1.13 Changes as a Result of Evaluation

Client Support Services will continue to maintain, update and upgrade to ensure students, faculty and staff have safe and trouble free work environment.

2 Goal BIOS Configuration

Client Support Services has implemented a standard BIOS configuration file acceptable for Dell systems. One benefit of using a standard BIOS is the ability to lock the BIOS thus restricting access or changes.

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 (Use the LINK button to the Right, Select Gen Ed Outcome to See a list of the SP Action Area Outcomes)

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 Cycle:

Client Support Services completes a hardware refresh every five to seven years.

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 (Use the LINK button to the Right, Select Gen Ed Outcome to See a list of the SP Action Area Outcomes)

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

3.9 Personnel Budget Implications

3.10 Equipment Budget Implications

3.11 Personal Notes

3.12 Results/Findings (Data Summary - Analysis & Evaluation)

Client Support Services has sent approximately 100 computers & monitors and peripheral device to the Educational Correction (TDCJ) facility.

3.13 Changes as a Result of Evaluation

Client Support Services has sent approximately 100 computers & monitors and peripheral device to the Educational Correction (TDCJ) facility.

4 Goal Computer imaging process:

Implement campus wide standard images for the following client computers.

- Lab
- Faculty
- Staff

4.1 Outcome Description

Keeping client images standardized allows Client Support Services the ability to quickly and constantly re build computers.

4.2 Implementation Strategy

Client Support Services and Systems Support is working closely with each other to implement a process utilizing SCCM to accomplish this goal.

4.3 Assessment Method

A quantitative measurement of the progress will be made to determine when the goal is reached

4.4 Criterion (Expected Outcome)

Increase in technical support performance.

4.5 Relationship to the Quality Enhancement Plan (QEP)

4.5.1 Narrative of the relationship to the QEP

4.6 Relationship to Unit Mission

4.7 Strategic Plan Relationship - LINK to selection (Use the LINK button to the Right, Select Gen Ed Outcome to See a list of the SP Action Area Outcomes)

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

4.8 Operational Budget Implications

4.9 Personnel Budget Implications

4.10 Equipment Budget Implications

4.11 Personal Notes

4.12 Results/Findings (Data Summary - Analysis & Evaluation)

Client Support Services maintains three base computer images at this time. Staff, faculty and lab. Each image contains specific software programs to fulfill the needs of each said department.

4.13 Changes as a Result of Evaluation

Dedicated standard images allow the Client Support Services department to insure quick response in the event a client computer must be replaced or rebuilt.

Program Name: 7.3 Director of Communications
 Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

1 Goal

Increase Facebook engaged users on the main Trinity Valley Community College Facebook page.

General Outcomes Links

Strategic Plan (Use for Administrative Outcomes) 3 Enhance Communities

3.1.2 Increase social media networking to support alumni and community contact and participation in college activities

1.1 Outcome Description

Increasing engagement will result in more word-of-mouth recommendations about the College and an overall positive perception of TVCC. Facebook engagement is one of the most important metrics when measuring success on social media because it displays the unique number of people who liked, commented, clicked or shared our post.

1.2 Implementation Strategy

- Post relevant content, almost always using photos, graphics or video to entice users to engage
- Tag as many people as possible in photos
- Reply to comments and messages in a timely manner
- To connect with the QEP, photos of Freshman Orientation and campus events are posted timely and tagged as effectively as possible to ensure positive engagement

1.3 Assessment Method

Facebook insight reports will be utilized to compare current engagement with future targeted engagement.

1.4 Criterion (Expected Outcome)

Increase Facebook weekly page engaged users on the Trinity Valley Community College page by 3%.

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

By improving Facebook engagement, we should capture a portion of students in the engagement as well, although our students utilize Twitter, Instagram and Snapchat more for social media.

1.6 Relationship to Unit Mission

1.7 Strategic Plan Relationship - LINK to selection (Use the LINK button to the Right, Select Gen Ed Outcome to See a list of the SP Action Area Outcomes)

3.1 Institutional Advancement

General Outcomes Links

Strategic Plan (Use for Administrative Outcomes) 3 Enhance Communities

3.1.2

Increase social media networking to support alumni and community contact and participation in college activities

1.7.1 Strategic Plan Relationship Narrative

This outcome relates to TVCC Strategic Plan goal 3.1.2 because improving engagement directly increases social media networking to support alumni and community participation in our activities.

1.8 Operational Budget Implications

This is budget neutral. Only takes staff time.

1.9 Personnel Budget Implications

N/A

1.10 Equipment Budget Implications

N/A

1.11 Personal Notes

1.12 Results/Findings (Data Summary - Analysis & Evaluation)

The average weekly engaged users on the TVCC Facebook page for the 2016-17 fiscal year was 2133. That number increased to 2476 average weekly engaged users in the 2016-17 fiscal year. This represents a 16% increase.

1.13 Changes as a Result of Evaluation

Continue posting engaging content, and incorporate more live videos.

Program Name: 7.3 Director of ERP Programming
 Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

1 Goal

1.1 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.

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 has developed a new reporting system, TEAMS to report to TRS, this will need to be implemented.

1.4 Criterion (Expected Outcome)

TVCC was certified by TRS before 12/31/2016 to use the new reporting system TEAMS. The new system TEAMS will be implemented by TRS in October of 2017. TVCC will be able to report data to TRS using the new system.

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

N/A

1.6 Relationship to Unit Mission

None

1.7 Strategic Plan Relationship - LINK to selection (Use the LINK button to the Right, Select Gen Ed Outcome to See a list of the SP Action Area Outcomes)

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 have been updated for the new TEAMS reporting and will be updated if needed during the implementation of new reporting systems.

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

None

1.12 Results/Findings (Data Summary - Analysis & Evaluation)

This goal was met. TVCC was one of the first colleges capable of reporting all of their employees to the new TEAMS system.

1.13 Changes as a Result of Evaluation

After each payroll, a series of jobs accomplish reporting both TRS and non-TRS employees to the TEAMS system.

2 Goal**2.1 Outcome Description**

Work to implement a new ERP for TVCC.

2.2 Implementation Strategy

Steps involved in the process will include, (1) analysis of needs, (2) defining steps of implementation, (3) fulfilling the requirements set forth for the implementation

2.3 Assessment Method

TVCC will have a new ERP in place helping to perform all of the departments' procedures and functions.

2.4 Criterion (Expected Outcome)

A successful implementation of the new ERP.

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

N/A

2.6 Relationship to Unit Mission

None.

2.7 Strategic Plan Relationship - LINK to selection (Use the LINK button to the Right, Select Gen Ed Outcome to See a list of the SP Action Area Outcomes)

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 will have a new ERP to perform all of its tasks and functions.

2.8 Operational Budget Implications

There is a separate budget for the ERP. Work by Administrative Computing will be funded by its own operating budget.

2.9 Personnel Budget Implications

None

2.10 Equipment Budget Implications

The ERP budget will be used for equipment.

2.11 Personal Notes

2.12 Results/Findings (Data Summary - Analysis & Evaluation)

TVCC is in the process of implementing an ERP. This is in progress and will not be completed until 2020.

2.13 Changes as a Result of Evaluation

No changes to the current system.

Program Name: 7.3 Director of Human Resources
 Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

1 Goal Electronic Files

Human Resources department will convert all paper files to electronic data and store on share drive and Image Now.

1.1 Outcome Description Scanning and Filing

All paper files will be scanned and "filed" electronically, and all documents going forward will be in an electronic format for more efficient processing.

1.2 Implementation Strategy

Have a scanning station set up for processing of files so that it does not create any delays in normal daily business.

1.3 Assessment Method

in order to determine success with this goal it will be measured by how many months of successful scanning is complete and total alphabet remaining.

1.4 Criterion (Expected Outcome) Completed electronic files

The expected outcome is that all paper files will be converted to electronic data with 100% completion.

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

N/A

1.6 Relationship to Unit Mission

1.7 Strategic Plan Relationship - [LINK to selection \(Use the LINK button to the Right, Select Gen Ed Outcome to See a list of the SP Action Area Outcomes\)](#)

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 Part-time wages

The only cost would be in part time or student worker wages for the time for scanning in paper files and storing them in their respective places.

1.9 Personnel Budget Implications Wage Expense

It is estimated that approximately this project will cost the college \$4,000 in wages to complete.

1.10 Equipment Budget Implications

Equipment budget implications are not expected during FY17-18.

1.11 Personal Notes

Currently working with IT to help program electronic forms to implement that will tie into this goal.

1.12 Results/Findings (Data Summary - Analysis & Evaluation)

all paper files (employee files, etc.), have been converted to an electronic format (scanned) and we are now filing our documents electronically on a daily basis. This AO is at a 100% completion.

1.13 Changes as a Result of Evaluation

No changes necessary due to completion of 100%

Program Name: 7.3 Director of International Students/Recruiter
 Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

1 Goal

International Student Office will contribute to increase the percentage of graduates, including associate degrees and certificates so that fiscal year graduates are 20% of Fall enrollment by the year 2020.

1.1 Outcome Description

International students will graduate within 5 semesters of initial enrollment.

1.2 Implementation Strategy

Implement advising schedule to ensure full time student status is maintained as well as degree pathway is clear.

1.3 Assessment Method

Report of international student enrollment will be evaluated to ensure full time enrollment. Student Exchange Visitor Information System (SEVIS) reporting is required to ensure F1 status is maintained.

1.4 Criterion (Expected Outcome)

International students will graduate within 2 years of enrollment.

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

Based on the department's alignment under Student Services, we support the QEP through student retention, engagement, and completion.

1.6 Relationship to Unit Mission

Proper advising sets students on the "right pathway to success" as well as "guide them through their college completion."

1.7 Strategic Plan Relationship - LINK to selection (Use the LINK button to the Right, Select Gen Ed Outcome to See a list of the SP Action Area Outcomes)

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

The outcome relates to TVCC goal 1.2 in that it contributes to the overall success of the student and the completion of their respective degrees.

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)

9 international students graduated during the 2017/2018 school year. 8 completed in 4 semesters and 1 completed in 5 semesters.

1.13 Changes as a Result of Evaluation

We will continue to advise them in order for them to complete their program within 5 semesters.

Program Name: 7.3 Director of Media Support Services
 Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

1 Goal Web accessibility

Make TVCC.edu and TVCCSports.com accessible to the visually impaired for the purposes of outreach.

1.1 Outcome Description Fully accessible websites

When complete, all web applications including the main TVCC.edu website, TVCCSports.com and all online reports will be accessible to the visually impaired.

1.2 Implementation Strategy Implementation Strategy

Media Support Services will employ SiteImprove software and personnel to audit and edit the websites for accessibility. As well, TVCC will contract with SiteImprove to oversee effectiveness.

1.3 Assessment Method How will we know?

The SiteImprove software continually scans and monitors accessibility standards. We'll know we've succeeded when that software shows no more problems.

1.4 Criterion (Expected Outcome) WCAG 2.0 Compliant

We expect for our efforts to be rewarded with websites and web applications that are WCAG 2.0 compliant.

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 Technology Architecture

The mission of the office of Information Technology Services is to provide the leadership, guidance, and technical skills required to establish and support an information technology architecture and accompanying services that support TVCC's mission and goals. Accessibility is related to the technology architecture element of the Unit Mission.

1.7 Strategic Plan Relationship - LINK to selection (Use the LINK button to the Right, Select Gen Ed Outcome to See a list of the SP Action Area Outcomes)

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 Outreach Communication

It's critical that TVCC be able to reach out and communicate with its students and the community; including those who are visually impaired.

1.8 Operational Budget Implications Operational Costs

Cost for the SiteImprove software is \$15,250 per year.

1.9 Personnel Budget Implications Personnel Costs

Responsibilities of the Accessibility Coordinator will be added to an existing employee and therefore not have any budget implications.

1.10 Equipment Budget Implications Equipment Costs

No additional equipment will be needed.

1.11 Personal Notes**1.12 Results/Findings (Data Summary - Analysis & Evaluation)** Manual Audit - Completed 4/24/2018

We hired Siteimprove to perform a manual accessibility audit of nine specific, representative pages of our sites. This included pages from our main website, the library site and our athletic site. On April 24, 2018, Siteimprove delivered the results of their audit. The results observed many problems that can be fixed systematically and many that will have to be fixed manually page by page.

1.13 Changes as a Result of Evaluation Accessibility Resolution

The resolution plan is a two-part solution. First, we will deal with existing content problems using Siteimprove to reveal problems. There are two approaches to these fixes: programmatic and manual. I am personally working on programmatic. As well, I am working on manual. But I have also enlisted and trained Robert Brittan and Joseph Brewer to help in this initiative.

The next part to our solution is monitoring new content. To accomplish this, David May has created an audit program for new content. This program alerts internal auditors that new content has been created. The auditors can review the content for WCAG compliance and either approve or deny the content.

2 Goal TVCCSports.com mobile app

TVCCSports.com mobile app for enhancing student and community engagement.

2.1 Outcome Description Final result

The new mobile app will have these features:

- iOS & Android compatible
- Notifications
- Live Scores
- Event Focused Design
- Free to Fans
- Sponsorship Opportunities

2.2 Implementation Strategy Implementation and deployment

The app will be deployed from Apple's App Store and Google Play.

2.3 Assessment Method Assessment

We will monitor distribution and user experience to determine effectiveness.

2.4 Criterion (Expected Outcome) Final result

Users will be able to interface with student athletic teams and follow their seasons and results.

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 Information Technology Architecture

The mission of the office of Information Technology Services is to provide the leadership, guidance, and technical skills required to establish and support an information technology architecture and accompanying services that support TVCC's mission and goals.

The TVCCSports.com app is related to information technology architecture.

2.7 Strategic Plan Relationship - LINK to selection (Use the LINK button to the Right, Select Gen Ed Outcome to See a list of the SP Action Area Outcomes)

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 Engaging our students

By connecting with our students on technology they all own, we're enhancing engagement with a common passion for sports.

2.8 Strategic Plan Relationship - LINK to selection (Use the LINK button to the Right, Select Gen Ed Outcome to See a list of the SP Action Area Outcomes)

3.2 Outreach

General Outcomes Links

Strategic Plan (Use for Administrative Outcomes) 3 Enhance Communities

3.2 Outreach

Outreach

2.8.1 Strategic Plan Relationship Narrative Engaging our community

By connecting with our community on this mobile platform, we're outreach with a common passion for sports.

2.9 Operational Budget Implications Operational Costs

There are no operational budget implications.

2.10 Personnel Budget Implications Personnel Costs

There will be no extra personnel costs.

2.11 Equipment Budget Implications Equipment Costs

There are no equipment costs.

2.12 Personal Notes

2.13 Results/Findings (Data Summary - Analysis & Evaluation) Still waiting

The vendor working on this project merged with another company. The launch date has been moved back to summer of 2019.

2.14 Changes as a Result of Evaluation Launch date delayed

The vendor working on this project merged with another company. The launch date has been moved back to summer of 2019.

Program Name: 7.3 Director of Network Support Services
 Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

1 Goal ISO TAC 202 Alignment

Improve the security posture by implementing and adhering to new standards, best practices and compliance requirements introduced in the Texas Administrative Code (TAC).

1.1 Outcome Description

TAC 202 provides updated standards and procedures that are required to maintain compliance. We will update our internal policies, procedures and documentation to better align with the requirements presented in the TAC 202.

1.2 Implementation Strategy

Support from 3rd parties will be evaluated for cost and effectiveness in all aspects of information security including requirements for TAC 202 compliance.

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)

Our internal policies and procedures will be 100% in compliance with current TAC 202 requirements.

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

N/A

1.6 Relationship to Unit Mission

None.

1.7 Strategic Plan Relationship - LINK to selection (Use the LINK button to the Right, Select Gen Ed Outcome to See a list of the SP Action Area Outcomes)

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

Aligning internal IT policies and procedures with state requirements increases overall information security posture.

1.8 Operational Budget Implications

None.

1.9 Personnel Budget Implications

None.

1.10 Equipment Budget Implications

External support and service to verify compliance is estimated to cost \$37,500.00. This is a non-reoccurring cost.

1.11 Personal Notes

Details about specific requirements and procedures are purposely excluded to security concerns.

1.12 Results/Findings (Data Summary - Analysis & Evaluation)

We have partnered with a security vendor to provide a cybersecurity risk assessment and provide assistance with aligning our documentation with the Texas Administrative Code 202. The risk assessment has been started successfully and will evolve into a lifecycle project. No other information about the risk assessment will be released here.

Several areas and controls have been identified as needing additional development however the reporting phase of this endeavor has not been completed. This goal is still in progress.

1.13 Changes as a Result of Evaluation

Part of this goal is an ongoing cycle of evaluation for risk assessment. A risk assessment life-cycle is being designed and implemented to reduce our exposure and increase our security posture. This goal is still in progress.

2 Goal Improve LAN switching

Improve LAN throughput, performance and reliability.

2.1 Outcome Description Improve LAN switching

Upgrade the current routing and switching hardware adding support for 10G switching, improved QoS capabilities and additional failover support.

2.2 Implementation Strategy

Research network hardware offerings for available functionality, cost, market acceptance and integration support. The new solution will replace the existing hardware.

2.3 Assessment Method

The new equipment will be installed.

2.4 Criterion (Expected Outcome)

The new equipment will be installed, configured and supporting the networking requirements for the college.

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

2.7 Strategic Plan Relationship - LINK to selection (Use the LINK button to the Right, Select Gen Ed Outcome to See a list of the SP Action Area Outcomes)

2.4 Technology

2.7.1 Strategic Plan Relationship Narrative

Maintain network standards that support the growing needs of the college.

2.8 Operational Budget Implications

None.

2.9 Personnel Budget Implications

None.

2.10 Equipment Budget Implications

The equipment is estimated to cost \$79,400.00.

2.11 Personal Notes

This is a major project affecting the all aspects of network routing and switching.

2.12 Results/Findings (Data Summary - Analysis & Evaluation)

The new route and switching equipment has been successfully installed and configured. This has enabled 10G technology to be leveraged at the data center and between buildings on the LAN. This has reduced our reliance on aging copper uplinks increasing reliability, security, and efficiency. The infrastructure interconnecting the datacenter and the network has been successfully leveraged. Multiple 10G uplinks are currently in use supporting datacenter services while enabling for future growth. These upgraded capabilities have enabled and will continue to support the in-house ERP solution for TVCC.

The infrastructure to support building uplinks has been successfully installed. Interconnecting campus buildings with 10G capabilities will continue as time and need arises.

This project was delayed to ensure alignment with the ERP and other technology requirements.

2.13 Changes as a Result of Evaluation

We are actively searching for a project management solution for use in and between departments. This will help ensure all stakeholders are updated and heard throughout the project life cycle.

3 Goal Remote UC

Improve unified communication services off campus and out of network.

3.1 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.

3.2 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.

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)

The service will be available to remote and mobile endpoints outside the local area network.

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

None.

3.6 Relationship to Unit Mission

3.7 Strategic Plan Relationship - LINK to selection (Use the LINK button to the Right, Select Gen Ed Outcome to See a list of the SP Action Area Outcomes)

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

Allow internal communication systems to communicate securely both locally and remotely on mobile devices.

3.8 Operational Budget Implications

None.

3.9 Personnel Budget Implications

None.

3.10 Equipment Budget Implications

None.

3.11 Personal Notes

This goal originated in the previous year.

3.12 Results/Findings (Data Summary - Analysis & Evaluation)

We have identified a solution that will provide the needed features and access. However it has not been implemented at this time. It will be completed within the next fiscal year.

3.13 Changes as a Result of Evaluation

None.

Program Name: 7.3 Director of School Relations
 Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

1 Goal

School Relations will increase the percentage of graduates, including associate degrees and certificates so that fiscal year graduates are 20% of Fall enrollment by the year 2020.

1.1 Outcome Description

To reach more students for reenrollment who are potential graduates.

1.2 Implementation Strategy

Students who applied for graduation but did not enroll will be contacted via e-mails, telephone campaign and direct mail. A spreadsheet will be maintained to track numbers and types of contacts.

1.3 Assessment Method

Student contacts will be tracked to determine the percentage of students who reenroll from the number of those contacted.

1.4 Criterion (Expected Outcome)

5% of the students contacted will reenroll and graduate within the 2017-18 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

Based on the department alignment under Student Services, we support the QEP through student retention, engagement and completion.

1.6 Relationship to Unit Mission

This relates to the Student Services mission in that it will reestablish a connection with students and direct them to complete their graduation requirements.

1.7 Strategic Plan Relationship - LINK to selection (Use the LINK button to the Right, Select Gen Ed Outcome to See a list of the SP Action Area Outcomes)

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 in that it contributes to the institution's graduation rate.

1.8 Operational Budget Implications

\$500 - Paper, Envelopes, Postage

1.9 Personnel Budget Implications

\$2000 - Institutional Work-study Student Employee

1.10 Equipment Budget Implications

\$1000 - Tracking Software

1.11 Personal Notes**1.12 Results/Findings (Data Summary - Analysis & Evaluation)**

This outcome was not completed. Initially, we obtained a list of students who applied for graduation but did not enroll for the fall semester and contacted them via direct mail. The documentation was not captured on a spreadsheet and the written record of the contacts are no longer available. Our office did receive telephone calls from individuals who had been contacted requesting information to reenroll. A telephone campaign was scheduled but not executed. We are unable to determine the percentage or if any who were contacted did graduate.

1.13 Changes as a Result of Evaluation

Going forward, our office will implement a better system of documentation. We also will establish a timetable for the progression of contacts and utilize multiple methods. Because of the redesign of 2 other major recruitment programs during this year, this outcome did not receive the intended attention and follow through.

Program Name: 7.3 Director of Systems Support Services
Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

1 Goal Antivirus Migration

Systems Support Service will be migrating TVCC student labs from Symantec Endpoint Protection to Microsoft System Center Endpoint Protection.

1.1 Outcome Description Antivirus Migration

Microsoft Endpoint Security will lower the cost of antivirus software for the college. The reliability of virus detection with Symantec Antivirus has declined over the past few years. Microsoft Endpoint Security will provide more aggressive virus detection.

1.2 Implementation Strategy Antivirus Migration

To implement MSCEP, Systems Support Services will need to tie Windows Update Services (WSUS) for clients into our current implementation of SCCM. As the client is already on computers that report into SCCM, testing will begin with non-lab test computers. We will need to make sure that the antivirus software will not interfere with software used organization wide. The next stage of testing will be on IT staff computers. Once we have verified that the software performs as required, we will uninstall Symantec Antivirus and install Microsoft Endpoint Security in all TVCC labs.

1.3 Assessment Method Antivirus Migration

We will assess this goal by the performance of the software in detecting and addressing viruses in labs throughout the year. We will also be able to assess cost savings during that time.

1.4 Criterion (Expected Outcome) Antivirus Migration

The expected outcome will be a cost savings as Microsoft Endpoint Security is currently built into our Microsoft Datacenter Suite. We also expect virus definitions to be updated quicker than with Symantec Antivirus and thus be able to provide a more secure operating environment for the college as a whole.

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 Antivirus Migration

This outcome is not related to QEP.

1.6 Relationship to Unit Mission Antivirus Migration

To provide a secure operational environment for the college.

1.7 Strategic Plan Relationship - LINK to selection (Use the LINK button to the Right, Select Gen Ed Outcome to See a list of the SP Action Area Outcomes)

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 Antivirus Migration

2.4.1 Technology - This goal relates to the overall success of the mission for the office of Information Technology Services

1.8 Operational Budget Implications Antivirus Migration

There will be no budget implications for this project.

1.9 Personnel Budget Implications Antivirus Migration

As we are replacing one antivirus product with another, there are no personnel budget implications.

1.10 Equipment Budget Implications Antivirus Migration

As we will use current equipment, there will be no equipment budget implications.

1.11 Personal Notes Antivirus Migration

I have no notes to add

1.12 Results/Findings (Data Summary - Analysis & Evaluation) Antivirus Migration

There are currently 831 client systems being protected by Endpoint Protection. The software has been very effective in reporting and stopping malware and virus infections and this migration has saved the college close to \$10,000 a year.

1.13 Changes as a Result of Evaluation Antivirus Migration

Our goal for this outcome has been achieved. No further action is needed.

2 Goal Utilize Barracuda Cloud Control

Systems Support will migrate some spam management services to Barracuda Cloud Control.

2.1 Outcome Description Barracuda Cloud Control For Spam

Spam email coming into the organization has tripled in the past year and requires more time to process. The result has been that valid email has been sitting in queues longer while the email firewall processes this heavy load. We will utilize Barracuda Cloud Control to perform rate control so that spam email will be processed in the cloud before it comes to the TVCC email firewall device, thus providing faster processing and a more secure email environment.

2.2 Implementation Strategy Barracuda Cloud Control For Spam

Implementation will require testing of the service and then modifications not only to the Barracuda email firewall but to the actual network firewall as well since incoming email will be coming from an IP address that belongs to Barracuda. Outgoing email will continue to go through the TVCC Barracuda email firewall and internal email will be unaffected, thus there is no security threat to our email traffic.

2.3 Assessment Method Barracuda Cloud Control For Spam

We will assess the success of this goal by comparing spam email statistics before the change to statistics after the change.

2.4 Criterion (Expected Outcome) Barracuda Cloud Control For Spam

The expected outcome of utilizing Barracuda cloud control is faster delivery of email coming into our email system as less processing time will be required.

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 Barracuda Cloud Control For Spam

This outcome is not related to QEP.

2.6 Relationship to Unit Mission Barracuda Cloud Control for Spam

To provide a more secure email environment for the college.

2.7 Strategic Plan Relationship - LINK to selection (Use the LINK button to the Right, Select Gen Ed Outcome to See a list of the SP Action Area Outcomes)

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 Barracuda Cloud Control for Spam

2.4.1 Technology - This goal relates to the overall success of the mission for the office of Information Technology Services.

2.8 Operational Budget Implications Barracuda Cloud Control for Spam

As we will utilize a suite of tools that are provided with our Barracuda Email Firewall agreement, there will be no operational budget implications.

2.9 Personnel Budget Implications Barracuda Cloud Control for Spam

As we will utilize a suite of tools that are included with our Barracuda Email firewall agreement, there will be no personnel budget implications.

2.10 Equipment Budget Implications Barracuda Cloud Control for Spam

As we will utilize a suite of tools that are included with our Barracuda Email firewall agreement there will be no equipment budget implications.

2.11 Personal Notes Barracuda Cloud Control For Spam

I have no notes to add.

2.12 Results/Findings (Data Summary - Analysis & Evaluation) Barracuda Cloud Control For Spam

Since implementing Barracuda Cloud Control we have seen the rate controlled inbound traffic drop from 3,694,924 in 2017 to 7,428 in 2018. Inbound block rates have dropped from 13,802 to 1,350, one-tenth of the email we were processing. This means that we now see faster send and receive rates outside of the organization.

2.13 Changes as a Result of Evaluation Barracuda Cloud Control For Spam

Our planned results have been accomplished with the implementation of Barracuda Cloud Control.

3 Goal Organizational Disaster Recovery Site

To provide an off-site environment that will allow us to recover from a catastrophic event affecting the current NOC data center, allowing us to provide mission critical services to our employees, students and community.

3.1 Outcome Description Organizational Disaster Recovery Site

By implementing a disaster recovery site, Systems Support Services hopes to provide as many mission critical services as possible as quickly as possible after a catastrophic event that affects the current datacenter on Athens Campus. Services would be triaged in order of importance but would

include domain, web, email and phone at the very least. File and print services would come next if the DR site has enough resources to support them.

3.2 Implementation Strategy Organizational Disaster Recovery Site

System Support Services will 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 software and licensing installation off site, as well as storage and servers installed at the DR site. The DR site will exist as a cold site via a backup system utilizing Exablox nodes and StorageCraft operation recovery software.

3.3 Assessment Method Organizational Disaster Recovery Site

Assessment will require proof of concept testing. Systems Support Services will test recovering a virtual environment from backups as soon as site as ready, and will continue to test as the organization grows and changes.

3.4 Criterion (Expected Outcome) Organizational Disaster Recovery Site

With a DR site in place the college should be able to recover mission critical services 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)

Not Related to the Quality Enhancement Plan (QEP)

3.5.1 Narrative of the relationship to the QEP Organizational Disaster Recovery Site

Not Related to the Quality Enhancement Plan (QEP)

3.6 Relationship to Unit Mission Organizational Disaster Recovery Site

To provide vital services for the continuation of business for the organization.

3.7 Strategic Plan Relationship - LINK to selection (Use the LINK button to the Right, Select Gen Ed Outcome to See a list of the SP Action Area Outcomes)

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 Organizational Disaster Recovery Site

2.4.1 Technology - This goal relates to the overall success of the mission for the office of Information Technology Services.

3.8 Operational Budget Implications Organizational Disaster Recovery Site

Operational costs will include maintenance contracts for VMware software and licensing, Exablox maintenance and licensing, StorageCraft licensing and maintenance as well as Dell server maintenance and support which will cost approximately \$30,000 a year.

3.9 Personnel Budget Implications Organizational Disaster Recovery Site

As there is no provision in the college budget to hire more staff for Systems Support Services, current personnel will attempt to establish and maintain the DR site.

3.10 Equipment Budget Implications Organizational Disaster Recovery Site

The DR site will utilize the Exablox system purchased for the backup initiative to spin up virtual servers. We will add two more Exablox systems at the cost of \$45,000.00. The project will utilize two new Dell servers which will cost \$25,000.00. We will also use current server hardware that has been taken out of service due to vendor maintenance contracts expiring to provide resources for the mission critical services. We will utilize Systems Maintenance, a 3rd party vendor, to continue to carry maintenance and warranties on the servers and servers that are no longer covered by Dell. 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 \$25,403.00. Thus we estimate the cost of implementation of hardware and software to total \$106,768.00

3.11 Personal Notes Organizational Disaster Recovery Site

No notes are needed for this outcome.

3.12 Results/Findings (Data Summary - Analysis & Evaluation) Organizational Disaster Recovery Site

This outcome was not accomplished due to an increase in the workload and lack of personnel in the System Support Services department. I will move this outcome to the 2018-2019 year.

3.13 Changes as a Result of Evaluation Organizational Disaster Recovery Site

This outcome is being moved to the 2018-2019 year.

Program Name: 7.3 Director of Transportation and Logistics
 Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

1 Goal College Asset Review Program

Increase number of College Inventory Control asset reviews.

1.1 Outcome Description

Develop and implement an action plan to increase the College Inventory Control Department's annual review of College assets to at least the 50% level for the College Asset Database entries.

1.2 Implementation Strategy

Add Inventory Control Assistant position. Edit existing College regulations and policy to increase accountability by the inclusion of departmental and grouping accountability for reporting and documentation of assets. Migrate Inventory Control database to a new shared system. Reduce and utilize resequencing in the Transportation and Logistics Department to facilitate and increase workforce availability for the change in operations to accommodate the increase in the number of audits.

1.3 Assessment Method

Utilize total number of asset entries in the College Inventory Control Database as a basis for the calculation of number of assets accomplished in the annual asset reviews.

1.4 Criterion (Expected Outcome)

50% College Inventory Control Asset annual audit level.

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 (Use the LINK button to the Right, Select Gen Ed Outcome to See a list of the SP Action Area Outcomes)

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

Through increasing the amount of annual Inventory Control asset reviews, the College continues and increases the depth to which it is able to track and report the purchasing, utilization, and surplus processing of its assets in association with Strategic Plan 2.2.1.

1.8 Operational Budget Implications

Travel, uniforms, and supplies estimated at \$4K.

1.9 Personnel Budget Implications

Payroll estimated at \$30K unloaded.

1.10 Equipment Budget Implications

No additional equipment budget expected at this time.

1.11 Personal Notes

1.12 Results/Findings (Data Summary - Analysis & Evaluation)

A position for an inventory control assistant was created, approved, and accomplished within the proposed budget, on target per the AO and an added position to Transportation & Logistics department overall. To further increase asset annual reviews, modification to existing Transportation & Logistics staffing job descriptions was made to include college asset reviews.

With the expectations for efficiency, transparency, and accuracy of asset data and reviews, planning for asset specific software was developed. During the process of software research, it was determined bar-code scanning capability would be included into the new system. CG4 software and associated scanning devices were purchased, tested, and put into production.

A plan was then created and implemented to modify asset receiving processes through Central Receiving to include real-time database updating and reviews, retiring paper forms in lieu of the new scanning technology and software that allows for instant input and updating of assets through a shared network. Efficiency through the reduction and sequencing of operations in Central Receiving and Asset Control streamlined the input of new assets by having Central Receiving and Asset Control perform both operations of receiving the asset and the asset data input into the CG4 system in the same location and at the same time by the same personnel, reducing the number of steps for new asset handling and processing, increasing the number of reviews.

With the new staffing level, software, hardware, and processes in place, the review level for 2016-2017 at 498 rose to 3,636 for 2017-2018, an increase of 85%.

1.13 Changes as a Result of Evaluation

Continued movement forward with the addition of more handheld scanners (input devices) and regulation is expected to increase efficiency and reliability of the college asset control system. Expectations were met with this AO though planning, and the ability to modify planning, as opportunities arose.

Program Name: 7.3 Facilities Coordinator
Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

1 Goal

The goal in energy savings is to decrease energy use at all college facilities while using the help of all staff and faculty. We accomplish this goal by a two fold process educating the faculty and staff on the best energy saving techniques. Then we inspect all facilities monthly to confirm that energy use is being used with the industry standard techniques. You cannot expect what you do not inspect.

1.1 Outcome Description

Our goal is to maintain energy costs as low as possible. These costs include controlling the energy used for water, gas, and electricity.

1.2 Implementation Strategy Energy savings and reporting

The goal of energy saving and reporting will be to educate faculty and staff to help in saving energy in all facilities on all campuses. To do this, the Facilities Coordinator will continually provide and use education techniques and materials to educate them on ways to save energy by keeping an eye on the areas in which they work and also communicate with others on ways to help keep energy costs down. We will do this by providing continuing analysis and reports from previous months of energy savings and compare to energy use in past years, providing faculty and staff with knowledge of not only what they have accomplished, but also how much of an impact they have made in energy savings during the period that they have been involved in the energy savings program. We will also provide our energy savings results on the TVCC website so the community will be informed in the savings that we are providing.

1.3 Assessment Method Savings assessment

As we move forward with energy management and savings, we will provide reports of monthly savings and annual savings thru Energy Cap software provided by TVCC thru Energy Cap. Normal reporting will be provided to TVCC administration, building captains and the TVCC website. This will provide accountability from the facilities Coordinator to administration and also keep information on energy savings available to the faculty and staff and the public.

1.4 Criterion (Expected Outcome)

Energy cost are expected to remain flat when measured against last year costs. Over the years the college facilities are added and utility provider costs rise. We take those increases into account as well as maintaining our measuring tools of costs and usage amounts.

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 directly related to the QEP

1.6 Relationship to Unit Mission

This goal works to keep energy costs to the college as low as possible.

1.7 Strategic Plan Relationship - LINK to selection (Use the LINK button to the Right, Select Gen Ed Outcome to See a list of the SP Action Area Outcomes)

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

Keep facility expenses as low as possible.

1.8 Operational Budget Implications

No additional budget implications is required.

1.9 Personnel Budget Implications

The college maintains the service of one full time individual performing other assigned task in the facilities department. The expectation is for 50 % of his time to these energy saving efforts.

1.10 Equipment Budget Implications

No extra equipment budgeted funds is expected.

1.11 Personal Notes

None needed.

1.12 Results/Findings (Data Summary - Analysis & Evaluation)

The use of monthly reports from our energy cap software and our monthly accounting cash reports are used to test our findings.

1.13 Changes as a Result of Evaluation

No changes are needed today.

Program Name: 7.3 Graphic and Print Design Coordinator
Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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 spring 2018. The web page will include details for submitting print jobs, including deadlines. Through the spring 2018 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 2018, 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 \(Use the LINK button to the Right, Select Gen Ed Outcome to See a list of the SP Action Area Outcomes\)](#)

2.1 Business Operations

1.7.1 Strategic Plan Relationship Narrative

This outcome relates to Goal # 5.2.1 by using technology to automate and improve the job intake and tracking process

1.8 Operational Budget Implications

None

1.9 Personnel Budget Implications

None

1.10 Equipment Budget Implications

None

1.11 Personal Notes

Progress has been slow, but now have all the raw material together to implement. Tasks is working pretty well to track incoming jobs, and printshop email is in use, although we will not widely publicized it until the website is launched.

1.12 Results/Findings (Data Summary - Analysis & Evaluation)

There is little data to report since we have not launched the website yet.

1.13 Changes as a Result of Evaluation

There are no changes to this goal at this time. Still working to fully implement.

Program Name: 7.3 Manager of Purchasing, Contracts, and Insurance
 Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

1 Goal

Work with IT staff and current Administrative Staff to develop a process for the electronic storage of agreements/contracts available on the PURCONINS\$ network shared drive.

1.1 Outcome Description

By achieving this outcome, the wait time from when an employee requests a copy of an agreement/contract will decrease to no wait time.

1.2 Implementation Strategy

Implement a process where an employee is assigned the job duty of scanning agreements/contracts upon receiving them immediately into the PURCONINS\$ network shared. Provide a quarterly report to the VP of Administrative Services on the status of scanned documents.

1.3 Assessment Method

The Contract Matrix Exel worksheet will be used to measure against the agreements/contracts scanned to the network shared drive.

1.4 Criterion (Expected Outcome)

The wait time for retrieval of agreements/contracts will be 100% and all assigned personnel will have immediate access and records can be retrieved in the event of a natural disaster.

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

Not related.

1.6 Relationship to Unit Mission

This outcome shows a desired commitment to overall organizational improvement. Without organizational improvement, student success can not be achieved.

1.7 Strategic Plan Relationship - LINK to selection (Use the LINK button to the Right, Select Gen Ed Outcome to See a list of the SP Action Area Outcomes)

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 2 of the Strategic Plan: Enhance the College and action area outcome 2.1.3 to update and implement the continuity of operations plan.

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

Work with IT staff and current Administrative Staff to develop and continue the process of retaining the agreements/contracts in a shared drive.

1.12 Results/Findings (Data Summary - Analysis & Evaluation)

Former PCI manager retired from positions. Current PCI manager is scanning current contracts as the are executed. Scanning of previous contracts will continue as time permits and will be an ongoing administrative outcome until complete.

1.13 Changes as a Result of Evaluation

The current process I am using is working well and i will continue to utilize it next year.

Program Name: 7.3 Office of the Registrar
 Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

1 Goal

Increase the percentage of graduates, including associate degrees and certificates so that fiscal year graduates is 20% of Fall enrollment by 2020.

1.1 Outcome Description

This year will serve as a baseline. We would like to decrease the students who graduate with more than 150% of the semester hours required to complete their degree or certificate.

1.2 Implementation Strategy

Beginning at Cardinal Pride Orientation, explain the importance of career pathway choice, progression, and completion.

Students are being encouraged to apply for graduation once they reach the 30+ hour mark when meeting with an advisor. This allows us to identify specific missing courses earlier in the process. Contact students midway through the semester prior to their graduation informing them of the specific courses needed for completion.

Contact students who are not currently enrolled that have applied for graduation letting them know what courses they are lacking for completion and encouraging them to register for the upcoming semester.

Identify students who have applied for graduation who are not enrolled in the correct courses needed for completion.

1.3 Assessment Method

This is a baseline year. Assess the number of semester hours a graduate has earned at the time of graduation to determine if they were able to graduate within 150% of required completion hours.

1.4 Criterion (Expected Outcome)

This is a target measure. The number of fiscal year graduates will be 20% of fall enrollment by 2020.

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

With the required Cardinal Pride Orientation, students are introduced to resources and other important information that will direct students towards the right pathway progression to completion.

1.6 Relationship to Unit Mission

Initial contact will get students on the correct pathway sooner, the 30 hour contact will ensure the students are progressing on the pathway to success. The contact we make during their progression will ensure students have the information needed when registering for classes and will streamline their education.

1.7 Strategic Plan Relationship - LINK to selection (Use the LINK button to the Right, Select Gen Ed Outcome to See a list of the SP Action Area Outcomes)

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

Since student completion is our main focus, the more efficient we can be at getting students on the correct pathway sooner, keeping them on their pathway, and making sure they are progressing towards graduation will ultimately allow students to reach their career goals.

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)

14% of students graduating with an AA, AAS, or Certificate did so with greater than 150% of the hours needed for completion.

1.13 Changes as a Result of Evaluation

Continue to have students meet with an advisor prior to assigning a degree code. With the implementation of Colleague, the degree audit process should assist in getting these numbers down even further.

Program Name: 7.3 Public Information Officer
Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

1 Goal Bring TVCC Advertising Plan Into 21st Century

Take advantage of new and emerging advertising media to increase the effectiveness of TVCC's overall advertising program.

1.1 Outcome Description Increase digital advertising
 Increase the percentage of digital advertising to 25% of overall budget.

1.2 Implementation Strategy Analyze Previous Budget Allocations
 Look at previous two fiscal year's advertising allocations to determine where money can be spent more efficiently.

1.3 Assessment Method Compare Year-End Budget Allocations
 At fiscal year end, compare 2017-2018 advertising allocations with previous cycles.

1.4 Criterion (Expected Outcome) TBD
 Assess at mid-year for progress.

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 Enhances communities.
 Increases awareness and reputation through strategic advertising message and audience targeting.

1.7 Strategic Plan Relationship - LINK to selection (Use the LINK button to the Right, Select Gen Ed Outcome to See a list of the SP Action Area Outcomes)

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 Increase enrollment and reputation

3.1 Through strategic placement of advertising and targeted messaging, increase enrollment and reputation through increased community awareness.

1.8 Operational Budget Implications None
 Goal can be accomplished using budget already allocated.

1.9 Personnel Budget Implications None
 No additional personnel necessary to accomplish this goal.

1.10 Equipment Budget Implications None

No additional equipment necessary to accomplish this goal.

1.11 Personal Notes None

1.12 Results/Findings (Data Summary - Analysis & Evaluation) Results

Digital advertising spend accounted for 30% of the advertising budget.

1.13 Changes as a Result of Evaluation TBD

Continue incorporating more and more digital advertising into media plan

Program Name: 7.3 VP of Administrative Services and Chief Financial Officer
 Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

1 Goal Ensure funding is available for college needs.

Ensure funding is available for Terrell hospital renovation and purchase of ERP.

1.1 Outcome Description Funds will be available for expenditure when needed.

Construction on Terrell HSC is scheduled to begin January 2018. Bond will close and fund prior to that time. ERP contract execution is expected during first quarter of FY18. Financing, either external or internal, will be in place by that time.

1.2 Implementation Strategy Work with banks and lenders

The CFO will contact banks and other lenders to arrange external financing as necessary and request board approval for use of internal funds.

1.3 Assessment Method Financial report monitoring

Financial reports of the college at 11-30-17 will reflect the issuance of debt or the use of internal cash to fund the projects.

1.4 Criterion (Expected Outcome)

Financial reports of the college at 11-30-17 will reflect the issuance of debt or the use of internal cash to fund the projects.

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

n/a

1.6 Relationship to Unit Mission

No unit mission.

1.7 Strategic Plan Relationship - LINK to selection (Use the LINK button to the Right, Select Gen Ed Outcome to See a list of the SP Action Area Outcomes)

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

Strategic 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

Approximately \$1.7 million will be expended in FY18, \$1.2 million for Terrell HSC and \$.5 million for ERP.

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)

Financing in place for Terrell hospital renovation and purchase of ERP. \$6,000,000 revenue bond issued 10/26/17 for Terrell hospital renovation. Board approved the TVCC 17-18 budget on 8/28/17 which included expenditures from both the 17-18 operating budget and internal cash reserves for ERP system.

1.13 Changes as a Result of Evaluation

None.

Program Name: 7.3 VP of Information Technology
 Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

1 Goal

Provide necessary IT infrastructure for (new) Terrell Hospital (Health Sciences Center).

1.1 Outcome Description

The Terrell Hospital (Health Sciences Center) will be equipped with all IT needs.

1.2 Implementation Strategy

The Terrell Hospital project will involve several areas of IT Services, including Network Services, Client Support Services and Media Support Services. Each of those areas will work with the VP of IT to create a plan to meet all IT needs for the facility. This will include network connectivity, digital signage and computer needs. To do so, IT will need to work with Health Sciences and Building and Maintenance Services to determine their desired results. Once a plan is in place, we will hold monthly (later will be bi-monthly) meetings to make sure that the project is on track.

1.3 Assessment Method

100% of the desired computers, digital signage and network equipment will be ordered and in stock by the time the construction finishes. Once that happens, we should have 25% of the installation of IT equipment installed each month for a four-month period.

1.4 Criterion (Expected Outcome)

The Health Sciences Center facility should be "IT ready" four to six months after construction completes.

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

N/A

1.6 Relationship to Unit Mission

No unit mission.

1.7 Strategic Plan Relationship - LINK to selection (Use the LINK button to the Right, Select Gen Ed Outcome to See a list of the SP Action Area Outcomes)

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

IT infrastructure is obviously a necessary component for the continued successful operation of the college. Any new facility requires a great deal of IT involvement.

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

We are unable to properly budget for equipment until the overall plan is complete (users have specified needs).

1.11 Personal Notes None.**1.12 Results/Findings (Data Summary - Analysis & Evaluation)**

The acquisition/installation of IT equipment will continue into the next year.

1.13 Changes as a Result of Evaluation

This will not be determined until the hospital construction and IT installation is complete. It will continue into the next year.

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)****2.5.1 Narrative of the relationship to the QEP****2.6 Relationship to Unit Mission****2.7 Strategic Plan Relationship - LINK to selection (Use the LINK button to the Right, Select Gen Ed Outcome to See a list of the SP Action Area Outcomes)**

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 None.

2.12 Results/Findings (Data Summary - Analysis & Evaluation)

Specialized training will continue for IT into the next year.

2.13 Changes as a Result of Evaluation

This will not be determined until the training process is complete. It will continue into the next year.

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)

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 (Use the LINK button to the Right, Select Gen Ed Outcome to See a list of the SP Action Area Outcomes)

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)

Three ERPs were considered. Those were Campus Management, Jenzabar Ex and Ellucian Colleague. Colleague was determined to be the choice of the college. This was based upon a detailed cost analysis on each product as well as a scoring system by the ERP Selection Committee.

3.13 Changes as a Result of Evaluation

The current legacy ERP system will begin to be retired as individual modules of Colleague began to be implemented.

Program Name: 7.3 VP of Institutional Advancement and Executive Director of Foundation
 Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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 2018.

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 FY18 compared to FY2017.

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 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. By increasing funding more students will take the learning frameworks course and thus be successful in graduating from TVCC.

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 (Use the LINK button to the Right, Select Gen Ed Outcome to See a list of the SP Action Area Outcomes)

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 FY19 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)

Exceeded goal of 5%. Increase funding by 8,534%.

1.13 Changes as a Result of Evaluation

Increased funding for much needed capitol improvements. Will set goal to increase giving by 10%

Program Name: 8.2.c Director of Campus Police and Public Safety
 Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

1 Goal Report Management Software

1.1 Outcome Description

The TVCC Police Department will work closely with the Information Technology department to purchase a new reporting management software for the police department. This software will bring the department into 21 century for reporting purposes. This software will correctly monitor and report racial profiling data, incident based reporting system, and CLERY data.

1.2 Implementation Strategy

The TVCC police department will work closely with vendors and the IT department to review all relevant software companies to decide the best software for the department.

1.3 Assessment Method

Assessment methods will include the reduction of time needed to report and document mandated state reporting such as racial profiling, CLERY, and IBRS.

1.4 Criterion (Expected Outcome)

The purchasing of new software will save an untold number of work hours to determine mandated state reporting. Currently the Chief of Police does this reporting by hand and begins on January 1 of each year and concludes in October of each year.

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

N/A

1.6 Relationship to Unit Mission

By purchasing and implementing a new RMS the police department will be in a much stronger position to better serve the community by spending less time hand completing mandated state reporting and more time interacting with the community.

1.7 Strategic Plan Relationship - LINK to selection (Use the LINK button to the Right, Select Gen Ed Outcome to See a list of the SP Action Area Outcomes)

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

This goal directly impacts community services within all TVCC campuses.

1.8 Operational Budget Implications

\$27,000

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)

The Trinity Valley Community College Police Department purchased a robust software package from Southern Software. This software was installed in February 2018 and is currently in use by the department. This software allows the department to correctly report incidents that occur within the departments jurisdiction. The software also allows the department for the first time to report crimes to the Department of Public Safety and the FBI in the NIBRS format. This reporting will allow the department to be eligible for federal and state grants that the department was otherwise not available to receive. This software also allows the department to correctly track and report crimes that must be reported to the Department of Education each year in the CLERY report. Before this software was purchased these crimes were counted by hand. This system left many errors in the reporting. Again this software allows the department to correctly count and report the Federally mandated racial profiling report. This report was also counted by hand before the purchase of this software. This software is also being used to track crime trends on each campus. This will give the department a better view of when and where to deploy officers in order to prevent future crime on campus, as well as student and faculty training on the reported crimes.

1.13 Changes as a Result of Evaluation

The department will continue to utilize the software to report all mandated crimes to the State and Government. The department will also continue to monitor the crime trends on all campuses in order to help prevent future crime on campuses.

End of report

Academic & Student Support Services

Program Name: 7.2 Director of Quality Enhancement Plan
 Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

1 Goal Goals

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,

- Goal #1: Students will improve collegiate survival skills through a mandatory Learning Framework Course
- Goal #2: Students will develop a strong connection to TVCC through Freshman Orientation

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 measureable, 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 Grading Rubrics are used for assignment assessment

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 Conn portal.

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 QEP

This office directs the TVCC QEP project.

1.6 Relationship to Unit Mission Direct correlation to the College Mission

The QEP plan developed and maintained by this office is a direct link to the college mission.

1.7 Strategic Plan Relationship - LINK to selection (Use the LINK button to the Right, Select Gen Ed Outcome to See a list of the SP Action Area Outcomes)

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 Strategic plan: Engagement

1.3.1 Increase the number of graduates in associate degrees and certificates each year

1.8 Operational Budget Implications Budget

Operating expenses remain the same as the previous year

1.9 Personnel Budget Implications Budget

Personnel expenses remain the same as previous year.

1.10 Equipment Budget Implications Budget

1.11 Personal Notes notes

1.12 Results/Findings (Data Summary - Analysis & Evaluation) SLO Assessments

Objective 1.1 Create and maintain a calendar using a template

- Learning Framework course assignment #2
- Goal: 85% will score 70% or better on the calendar activity
- Analysis: Objective not met-Students scored **68%** on mastering this objective for Spring 2018, 2% below the target.

Objective 1.2 Take notes using the Cornell note taking template while watching assigned video

- Learning Framework course assignment #12
- Goal: 85% will score 70% or better on the note-taking activity
- Analysis: Objective met-Students scored **74%** on mastering this objective for Spring 2018, 4% above the target

Objective 1.3 A comparison of pre-test with post-test results will be made for each student.

- Learning Framework assessment
- Goal: 85% will improve their performance from the pre-test administration to the post-test administration of the personal responsibility activity
- Analysis: Objective met

Objective 1.4 Students will complete the "My Best Fit" semester project.

- Learning Framework course assignment #15
- Goal: 85% will score 70% or better on the "My Best Fit" project.
- Analysis: Objective was met-Students scored **76%** on mastering this objective for Spring 2018, 6% above the target.

Objective 2.1 A Cardinal Pride freshman orientation survey will be completed after attending the orientation.

- Goal: 100% return rate
- Data: On the Athens campus during the Summer 2017, 189 students attended Cardinal Pride Orientation and 151 surveys were completed with a 79.89% completion rate.
- Analysis: Objective was not met

1.13 Changes as a Result of Evaluation

As a result of this evaluation, more emphasis will be placed on improving the scores in Learning Framework course for time management and return rate of orientation surveys. To that end, the assignment for time management was revised and orientation includes both face-to-face and online venues which should improve the survey completion rate.

Program Name: 8.2.c Associate VP of Academic Education
 Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

1 Goal Completion Rates in Online Classes

To improve the academic classes completion rates in online classes.

1.1 Outcome Description

The goal is to improve the success rates in online classes for academic classes (successful meaning greater than a D).

1.2 Implementation Strategy

The AVP will monitor and encourage division chairs to work with online faculty in order to utilize the student resources in Canvas and at TVCC in order to improve the student success rates in academic online classes.

1.3 Assessment Method

At the end of each semester, the AVP will run a report that shows the number of drops in online classes and well as a grade distribution report. This report will be compared to previous years distribution report to look for improvement by course.

1.4 Criterion (Expected Outcome)

The student success rate will increase to be 60% of online students will be successful (greater than a D) in their online academic classes. Another way to look at this criterion is that the failure rate in online classes will decrease to 40%.

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

By completing an online course successfully, this will improve the student's collegiate success overall.

1.6 Relationship to Unit Mission

TVCC's mission statement involves serving as a learning-centered college that provides quality academic courses and provides students the opportunity to be successful. By increasing the success rates in online classes for academic courses, this will support the TVCC mission to support and provide quality education for our students.

1.7 Strategic Plan Relationship - LINK to selection (Use the LINK button to the Right, Select Gen Ed Outcome to See a list of the SP Action Area Outcomes)

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

Students will become more successful in all their online classes when they develop the skills in order to be successful in any online class. By increasing the success rates in online classes, this will automatically improve academic success.

1.8 Operational Budget Implications

Webcams and headsets for online instructors: Approximately \$75 per instructor at 100 instructors = \$7500.

1.9 Personnel Budget Implications

Not Applicable

1.10 Equipment Budget Implications

See the operational budget.

1.11 Personal Notes

Notes:

Division chairs will participate in workshops during August on how to monitor online classes and encourage and support online academic faculty.

1.12 Results/Findings (Data Summary - Analysis & Evaluation) Results

While there was improvement shown in the success rates in online classes, the goal of 60% will make at least a D or above was not met. This goal will need to be reexamined and modified to continue to show improvement.

1.13 Changes as a Result of Evaluation

The changes that I plan is to continue to train faculty on using promethean boards and recording softwares available such as zoom and panapto to make the online classes have more of the personal presence of the instructor similar to a face to face class.

2 Goal

To ensure that 100% of academic faculty update their syllabus online by the deadline and with the most recent format of the master template provided by administration.

2.1 Outcome Description

2.2 Implementation Strategy

Template format will be emailed to all faculty. Division chairs will be responsible for ensuring that all faculty are using the template format. AVP will monitor the syllabi's online and monitor to ensure the deadline is met.

2.3 Assessment Method

Division Chairs will have to manually check each syllabus. AVP will manually check submission deadline.

2.4 Criterion (Expected Outcome)

100% of academic faculty will use the current master template for their syllabus and submit by the deadline each semester.

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

By providing the correct syllabus for students, the students will be able to make informed decisions concerning classes and the information given to students will be accurate and able to be backed by administration.

2.6 Relationship to Unit Mission

By providing the most recent and accurate syllabus for students, each academic division is meeting the TVCC mission statement of providing the best educational experience for students.

2.7 Strategic Plan Relationship - LINK to selection (Use the LINK button to the Right, Select Gen Ed Outcome to See a list of the SP Action Area Outcomes)

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

Faculty will use the correct syllabus and then this will provide students accurate information.

2.8 Operational Budget Implications

Not applicable.

2.9 Personnel Budget Implications

Not applicable.

2.10 Equipment Budget Implications

Not applicable

2.11 Personal Notes

no comments

2.12 Results/Findings (Data Summary - Analysis & Evaluation)

This goal was met. 100% of the Athens academic faculty have successfully transitioned to using the current syllabus template and are updating within the system by the stated deadlines.

2.13 Changes as a Result of Evaluation

Goals met

Program Name: 8.2.c Associate VP of TDCJ Correctional Programs
 Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

1 Goal

Increase TDCJ enrollment by 10% over FY17 by using existing resources, i.e., more effective counseling and enrollment strategies, by soliciting assistance from the Rehabilitation Programs Division (RPD) of the TDCJ and by involving the new Unit Coordinators to achieve these tasks. Academic Success Outcome 1.3.1. Increase the number of graduates with associate degrees and certificates each year.

1.1 Outcome Description

Increase TDCJ enrollment by 10% over the previous year, by using existing personnel and resources.

1.2 Implementation Strategy

Continue to implement a recruitment and counseling strategy, in cooperation with the RPD, that will improve efficiency for the process of identifying, recruiting, enrolling and retaining new and current 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 lists, WSD/GED graduate lists, the newly designed ES30 data program and the TVCC/TDCJ data base.

1.3 Assessment Method

Enrollment count 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 by 10% for FY18.

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

There is no relationship to the QEP.

1.6 Relationship to Unit Mission

N/A

1.7 Strategic Plan Relationship - LINK to selection (Use the LINK button to the Right, Select Gen Ed Outcome to See a list of the SP Action Area Outcomes)

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 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 were staffed and utilized to provide administrative supervision and to assist with onsite student services. Their involvement in the successes of the TDCJ Division shall be expected for the future.

1.10 Equipment Budget Implications

Budget implications were determined prior to FY18 and have been incorporated into the current budget. As per TDCJ contract requirements \$5,000 is budgeted for each program to cover the needed equipment for FY18.

1.11 Personal Notes

1.12 Results/Findings (Data Summary - Analysis & Evaluation)

The effectiveness and success of the addition of the TDCJ Unit Coordinator's positions shall be reviewed with recommendations for FY19.

1.13 Changes as a Result of Evaluation

Recommended changes, if any, shall be determined in FY19.

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)

Not Related 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

N/A

2.7 Strategic Plan Relationship - LINK to selection (Use the LINK button to the Right, Select Gen Ed Outcome to See a list of the SP Action Area Outcomes)

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

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 FY18.

2.12 Results/Findings (Data Summary - Analysis & Evaluation) Palestine Campus TDCJ Central Office

As a result of the TDCJ Correctional Programs Division losing the lease on it's Tennessee Colony office, a plan was approved to combine both offices into one location at the Calhoun Building, Palestine Campus. This planned remodel will provide a new and improved facility for office operations, meetings, training and coordination.

2.13 Changes as a Result of Evaluation

The relocation and consolidation of the TDCJ Correctional Programs offices to one central location are proposed to take place by early FY19. Although these changes are very much needed, the change in location will require a plan to coordinate pick up and delivery of instructional materials as well as campus mail distribution. Overall, this relocation is expected to contribute to the success of the TDCJ Instructional Division for FY19.

Program Name: 8.2.c Associate VP of Workforce Education
Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

1 Goal

Improve CTE student retention through Learning Frameworks courses.

1.1 Outcome Description

Workforce (CTE) student retention has been an issue for the past several years. While improvements have made over the past three years, it is a issue that needs to be continuously addressed. By encouraging/mandating incoming AAS degree seeking students to successfully complete the Learning Frameworks course, students will be better prepared for their major classroom experiences. Topics such as time management, note taking skills, test taking skills, etc., will help to retain students and better prepare students for their career choices.

1.2 Implementation Strategy

To pilot this strategy, we will study the results of those students majoring in AAS degrees enrolled in Criminal Justice that have taken the Learning Frameworks course during the fall, 2017 semester. We will then establish a baseline of success by monitoring their Criminal Justice classes taken in the spring, 2018 semester.

1.3 Assessment Method

All Criminal Justice (CJ) AAS majors that successfully completed a Learning Frameworks class in the fall, 2017 semester will be assessed at the completion of the spring semester to determine successful completion of their CJ classes. Success will be measured on students receiving grades "C" or better in those classes. Grades of "W," "D" or "F" would indicate failure of this goal.

1.4 Criterion (Expected Outcome)

Seventy five percent (75%) of those CJ students who successfully completed the Learning Frameworks class in the fall, 2017 will successfully complete all CJ classes enrolled in the spring, 2018 semester.

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

While the end goal is to retain more CTE students, this goal directly impacts the QEP by helping students obtain success in all of their classes.

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 (Use the LINK button to the Right, Select Gen Ed Outcome to See a list of the SP Action Area Outcomes)

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

1.4 Workforce Success

1.8 Operational Budget Implications

There will be no operational budget implications for this goal.

1.9 Personnel Budget Implications

There will be no personnel budget implications for this goal.

1.10 Equipment Budget Implications

There will be no equipment budget implications for this goal.

1.11 Personal Notes

Institutional Research completed the query concerning the success of CJ students who were successful in the Learning Frameworks class in the fall and how they did with their CJ classes in the spring.

1.12 Results/Findings (Data Summary - Analysis & Evaluation)

Twenty six CJ majors voluntarily took the Learning Frameworks class in the fall semester. Of those 26, 11 were successful in earning a grade of A-C (42%). Of those 11 students who were successful in the LF course in the fall, 7 (63.64%) were successful in their next CJ class in the spring. Of those CJ students who did not take the learning frameworks course or were not successful in the LF course in the fall 52 (37.14%) were successful in their next CJ class. While the goal of 75% was not met this year, next year's goal will remain at 75% for successful completion of their next CJ course(s) in the spring semester following successful completion of the LF course in the fall semester.

1.13 Changes as a Result of Evaluation

With this data, a baseline has been established. Learning Frameworks will now be required of all entering Freshmen in AAS degrees. Next year's AO will help determine the success of LF on CJ majors in their next CJ class in the spring.

Program Name: 8.2.c Band Administration
 Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

1 Goal Goal

To improve the quality of playing among members of the TVCC instrumental program.

1.1 Outcome Description

The fall 2017 marching band will perform music that is challenging to improve their skill level to reach above the average community college student.

1.2 Implementation Strategy

The co-band directors, and private music instrumental 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 the time of the spring 2018 Concert, students will be playing music that exceeds the average skill level of a community college student. They will perform musical pieces that are considered university-level, and will perform them with skill and a pleasing sound. The determinations of skill and performance sound will be made by the department faculty who are qualified to make such evaluations.

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 the music faculty, by the final spring concert.

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

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 (Use the LINK button to the Right, Select Gen Ed Outcome to See a list of the SP Action Area Outcomes)

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

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 Results/Findings (Data Summary - Analysis & Evaluation)

The fall 2017, Cardinal Regiment continued to improve their performing skills. We added a pre-game show at every home game, and included the Cardettes and Cheerleaders in the pre-game activities. When the 2018 Cardinal Regiment performed their Spring Concert, the music difficulty ranged from easy to hard in order to present a variety of music that would best please and entertain the listeners who came to the concert. Despite the lack of personnel in each section, the Cardinal Regiment presented a variety of music, ranging from Romantic style to 21st Century pop music. Styles included Romanticism, Neo-Classicism, Movie themes, and pop music.

1.13 Changes as a Result of Evaluation

Following the Rubric originally established in the 2015-2016 AO/Leaps helped considerably. A review of the Rubric will be conducted before completing the 2018/2019 AO to see if additions or corrections need to be made to bring the Cardinal Regiment program up to the next level of performance.

Program Name: 8.2.c Business and Computer Science Education Division Chairperson
Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

1 Goal

The effectiveness of the faculty must always continue to improve, therefore, we must continue to provide the opportunity for the faculty to attend professional development activities on the local, regional, state and national level. Additionally, webinars are acceptable method of development.

1.1 Outcome Description

Fifty percent of the faculty will complete professional development training that is beyond the learning day activities.

1.2 Implementation Strategy

Faculty will attend professional development activities, this will allow the faculty to bring new and refreshing ideas learned to the institution for added improvement in the quality of the instructional process and hopefully improve student learning.

1.3 Assessment Method

Faculty will need to provide a record of documentation/attendance at any local, state, regional and national conference. Webinars that are scheduled and attended documentation should have documentation provided as well. Attendance will be tracked by the faculty providing a list of conferences attended as well as the travel documentation of attendance.

1.4 Criterion (Expected Outcome)

Fifty Per cent of the faculty of the Business and Computer Science Division will attend at least one conference per academic school year. No benchmark is currently available.

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 faculty will bring new skills and motivating ideas back to the classroom at TVCC for added improvement in the quality of the instructional process and student learning.

1.6 Relationship to Unit Mission

The main goal of the Trinity Valley Community Workforce Education Division is to provide premier workforce training resources for students, local business and industry and other organizations in the five county TVCC service area.

1.7 Strategic Plan Relationship - LINK to selection (Use the LINK button to the Right, Select Gen Ed Outcome to See a list of the SP Action Area Outcomes)

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

The enhanced professional development of the faculty should lead to new and refreshing ideas brought to the classroom by the faculty member and therefore leading to the greater participation of the students in the classroom and success of the students in their performance in the classroom.

1.8 Operational Budget Implications

We will use the current operational budget with request being to administration as needed on a yearly basis. Some of the operational budget is used for travel.

1.9 Personnel Budget Implications

N/A

1.10 Equipment Budget Implications

Carl Perkins budget is the area that we use for equipment.

1.11 Personal Notes

N/A

1.12 Results/Findings (Data Summary - Analysis & Evaluation)

Eighty Six Percent (86) of the faculty attended a conference, webinar, Cardinal Flight School, or other professional development activity excluding TVCC Learning Day.

Those faculty were: Jerry Rogers, David Stephens, Jan Osteen, Lindsay Simmons, Kristen Stovall, Dorothy Hinds, David Loper, Vivian Haradgrave, Donna Bennett, Ron Camp, Dick Davis, Melinda Reppond, and Maribeth McAnally.

1.13 Changes as a Result of Evaluation

Given the high percent (86) of faculty attending a conference, or webinar, not changes are needed to the objective.

2 Goal

The Business and Computer Science Division will continue to add Occupational Skills Awards to the curriculum in order to enhance the access of students to Industry Certification Skills and improve immediate job market entry. Small Business Entrepreneurship will be added this year.

2.1 Outcome Description

Opportunities for students to complete Industry Certified testing will be increased by providing new Occupational Skills Awards in additional programs. The Occupational Skill Award for Entrepreneurship will be added to the Business and Computer Science Division within the Management Department.

2.2 Implementation Strategy

Students will be given the opportunity to sit for the Industry Certified Testing in additional programs in the Business and Computer Science Division. Small Business Entrepreneurship will be added to the OSA's this year.

2.3 Assessment Method

Industry Certification Examinations will be provided for students that would like to sit for the Industry Certifications, in the field of Entrepreneurship, the test will be provided by Certiport.

2.4 Criterion (Expected Outcome)

Students in the Management Occupational Skills Awards program will be encouraged and provided an opportunity to test for the certification.

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

The additional OSA's added to the TVCC Business and Computer Science Division will add to the student skills and improve the quality and enhancement of student learning.

2.6 Relationship to Unit Mission

The main goal of the Trinity Valley Community Workforce Education Division is to provide premier workforce training resources for students, local business and industry and other organizations in the five county TVCC service area.

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.

2.7 Strategic Plan Relationship - LINK to selection (Use the LINK button to the Right, Select Gen Ed Outcome to See a list of the SP Action Area Outcomes)

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

Enhance student learning/skills in the Accounting, Business/Computer Science Division by providing a number of Accounting, Business/Computer Science/Management courses and Industry certificate(s) to train for workforce skills and industry certification skills

2.8 Operational Budget Implications

The operating budget will be used to finance some of the cost of the testing for the OSA's

2.9 Personnel Budget Implications

N/A

2.10 Equipment Budget Implications

Carl Perkins budget is used to purchase any equipment needed.

2.11 Personal Notes

N/A

2.12 Results/Findings (Data Summary - Analysis & Evaluation)

Three students were awarded the Entrepreneurship Occupational Skill Achievement Award. Brenda Votolato ---Tony Biernacki---Angel Moore. Lennie Milczanowski achieved the Accounting

Occupational Skills Achievement award.

2.13 Changes as a Result of Evaluation

No changes are planned for the awarding of the Occupational Skill Achievement Awards due to its success the last year with three recipients.

Program Name: 8.2.c Cardettes Administration
 Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

1 Goal

1.1 Outcome Description

Goal to finish the Fall semester with a high cumulative team GPA.

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). This would be above the GPA scholarship award given from the fall semester to the Spring semester.

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 3.0 from Fall 2016 to a 3.1 in Fall 2017.

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 (Use the LINK button to the Right, Select Gen Ed Outcome to See a list of the SP Action Area Outcomes)

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

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

Sophomore Officers to become more knowledgeable and confident in choreographing for larger scale performances.

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 (Use the LINK button to the Right, Select Gen Ed Outcome to See a list of the SP Action Area Outcomes)

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

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: 8.2.c Career and Technical Education Division Chairperson
 Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

1 Goal

Assist Student Pathways with career guidance.

1.1 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.

1.2 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.

1.3 Assessment Method

I will examine 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. However, I will consider it a success if 80% of programs meet the outcome.

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

NA

1.6 Relationship to Unit Mission

This information will help the Advising Office / Student Pathways to help students decide upon a career pathway. Thereby providing a possible increase in enrollment in CTE programs.

1.7 Strategic Plan Relationship - LINK to selection (Use the LINK button to the Right, Select Gen Ed Outcome to See a list of the SP Action Area Outcomes)

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 is for the purpose of helping Student Pathways help a student that may be undecided as to a career path. There by providing the student the opportunity to become successful.

1.8 Operational Budget Implications

NA

1.9 Personnel Budget Implications

NA

1.10 Equipment Budget Implications

NA

1.11 Personal Notes

NA

1.12 Results/Findings (Data Summary - Analysis & Evaluation)

This is an ongoing effort. Not all departments were successful in completing this task. This outcome was not met.

1.13 Changes as a Result of Evaluation

I feel that this is a worthwhile outcome to achieve. This is an ongoing effort and I will continue to collect information and compile these fact sheets for TVCC Advising. The major reason this outcome was not met was due to the division director not successfully communicating to the faculty. I will make this a priority for the upcoming year.

2 Goal

Increase Dual Credit opportunities.

2.1 Outcome Description

Assist the Director of Dual Credit in identifying and arranging CTE Dual Credit offerings.

2.2 Implementation Strategy

Provide the Director of Dual Credit with more detailed information regarding the various CTE programs in terms of awards available such as OSA, Certificates and Degrees, and how course scheduling can work to assist the high school students in attending.

2.3 Assessment Method

Examine those CTE programs not currently offering Dual Credit courses. Look for variations in contact hours in those programs.

2.4 Criterion (Expected Outcome)

I will consider this a success and Outcome met if the data shows a 5% increase in Dual Credit contact hours in CTE programs not previously offering Dual Credit courses.

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

NA

2.6 Relationship to Unit Mission

This information will help the Dual Credit Coordinator to understand the various degree plans possibly available for dual credit . Thereby providing a possible increase in enrollment in CTE programs.

2.7 Strategic Plan Relationship - LINK to selection (Use the LINK button to the Right, Select Gen Ed Outcome to See a list of the SP Action Area Outcomes)

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

Begin preparing students for success at an earlier stage in their education process.

2.8 Operational Budget Implications NA

2.9 Personnel Budget Implications NA

2.10 Equipment Budget Implications NA

2.11 Personal Notes NA

2.12 Results/Findings (Data Summary - Analysis & Evaluation)

A new Dual Credit Automotive certificate was created for implementation at Terrell High School. Various Ag, Ranch Management, Criminal Justice, and Welding courses were added at multiple locations in our service area. Thereby increasing the CTE dual credit contact hours beyond the 5% criterion.

2.13 Changes as a Result of Evaluation

There will be an ongoing effort to increase CTE dual credit contact hours. Further exploration of opportunities will be explored.

Program Name: 8.2.c Coordinator of Career Center
 Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

1 Goal

Increase the percentage of graduates, including associate degrees and certificates so that fiscal year graduates is 20% of Fall enrollment by 2020.

1.1 Outcome Description

This year will serve as a baseline. We would like to decrease the students who graduate with more than 150% of the semester hours required to complete their degree or certificate.

1.2 Implementation Strategy

Beginning with Cardinal Pride Orientation, discuss with students the importance of career pathway choice, progression, and completion.

Meet with students at the required 30 semester hours completed in order to see pathway progression towards graduation.

Provide resume building, interview skills, and career workshops throughout the year.

1.3 Assessment Method

This is a baseline year. Assess the number of semester hours a graduate has earned at the time of graduation to determine if they were able to graduate within 150% of required completion hours.

1.4 Criterion (Expected Outcome)

This is a target measure. The number of fiscal year graduates will be 20% of fall enrollment by 2020.

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

With the required Cardinal Pride Orientation, students are introduced to resources and other important information that will direct students towards the right pathway progression to completion.

1.6 Relationship to Unit Mission

Initial contact will get students on the correct pathway sooner, the 30 hour contact will ensure the students are progressing on the pathway to success.

1.7 Strategic Plan Relationship - LINK to selection (Use the LINK button to the Right, Select Gen Ed Outcome to See a list of the SP Action Area Outcomes)

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

Since student completion is our main focus, the more efficient we can be at getting students on the correct pathway sooner, keeping them on their pathway, and making sure they are progressing towards graduation will ultimately allow students to reach their career goals.

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 Collaboration

Collaboration with Registrar's office for verification of outcomes and goals.
Sharing of information between Cardinal Success Center and the Advising Office.

1.12 Results/Findings (Data Summary - Analysis & Evaluation)

Number of fiscal year graduates target (20% of enrollment) is ongoing through the year 2020.
122/869 students (14%) graduated with hours greater than than 150% of hours required.
Cardinal Pride Orientation has provided a starting point for incoming students to begin a pathway of their choosing, as well as having provided an opportunity for introduction to career options, career services, and career counseling.
6 resume building and career investigation workshops have provided opportunity for student engagement.
All advisors trained in career advisement; 3 advisors allocated towards workforce education.

1.13 Changes as a Result of Evaluation

Implementation of Career Coach, with continued expansion of Career Coach use by both current and future students.
Implementation of career education information-sharing and recruitment through local school districts.
Expansion of Career Coach tools to include an on-line job placement board through the TVCC website in conjunction with local businesses.

Program Name: 8.2.c Coordinator of Student Disabilities
 Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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 (Use the LINK button to the Right, Select Gen Ed Outcome to See a list of the SP Action Area Outcomes)

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 |
| 1.1.1 | Increase the satisfaction of student engagement in collegiate life |
| 1.2 Student Success | Student Success |
| 1.3.2 | Increase the success rate of students attempting developmental education in math, reading, and writing |
| | Increase the success rate of students attempting their |

| | |
|----------------------|--|
| 1.3.3 | first college level Math or English course |
| 1.3 Academic Success | Academic Success |
| 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

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: 8.2.c Coordinator of Student Tutoring
 Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

1 Goal Graduation rates

Student Success Services will contribute to the overall graduation rate of students graduating, including associate degrees and certificates so that fiscal year graduates is 20% of Fall enrollment by 2020.

1.1 Outcome Description Tutoring Services

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)

Not Related to the Quality Enhancement Plan (QEP)

1.5.1 Narrative of the relationship to the QEP

1.6 Relationship to Unit Mission Student Services Mission

To set you on the right pathway to success, engage you with the campus and community, support, mentor, and guide you all the way to your college completion.

1.7 Strategic Plan Relationship - LINK to selection (Use the LINK button to the Right, Select Gen Ed Outcome to See a list of the SP Action Area Outcomes)

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

Using our tutors can help students increase their grades, which is related to academic success, goal 1.3.

1.8 Operational Budget Implications

None

1.9 Personnel Budget Implications**1.10 Equipment Budget Implications**

None

1.11 Personal Notes

None

1.12 Results/Findings (Data Summary - Analysis & Evaluation) Tutoring success

The students success in tutoring was approximately 67% successful, based on the students semester GPAs and their tutoring activity that is pulled from the student scanning system.

1.13 Changes as a Result of Evaluation Continue to track

We will continue to work toward our goal and we have asked for more money in our professional tutoring budget in order to increase the amount of hours that the professional tutors are available to the students. They will be able to work 19 hours a week. I also added an additionally professional tutor in March that will focus on holes in subjects that we have needed tutoring for.

Program Name: 8.2.c Developmental Education Division Chairperson
 Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

1 Goal

Increase enrollment in Co Requisite Developmental Mathematics and INRW courses

1.1 Outcome Description

We intend to increase the number of students who enroll in these accelerated models. Including co requisite and NCBO classes. We will use this year as our baseline year.

1.2 Implementation Strategy

Faculty will develop new courses to fulfill this mission, beginning with a new delivery method for NCBO students. Students will receive "just in time remediation" that is coordinated and uniform across that campuses.

1.3 Assessment Method

We will track the number of students who take one of these courses during the next school year. his will become our baseline data for upcoming years.

1.4 Criterion (Expected Outcome)

AS this will be our first time measuring this outcome, we will be using this as a benchmark for subsequent semesters.

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

While this course is not directly a part of the Learning Frameworks course, we will include specific information about learning styles, study habits, and success strategies in these courses, as we do in all developmental level courses.

1.6 Relationship to Unit Mission

1.7 Strategic Plan Relationship - LINK to selection (Use the LINK button to the Right, Select Gen Ed Outcome to See a list of the SP Action Area Outcomes)

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

This goal will directly relate to the goal of student success. By providing students the necessary background and support, these courses will allow underprepared students to complete credit level courses in less time.

1.8 Operational Budget Implications

We believe that our current budget will easily cover the costs of developing and measuring these

classes.

1.9 Personnel Budget Implications

No new personnel will be required to meet this goal.

1.10 Equipment Budget Implications

No new equipment is anticipated.

1.11 Personal Notes

1.12 Results/Findings (Data Summary - Analysis & Evaluation)

From a very comprehensive reworking of degree plans, advising, and faculty training, we increased our enrollment in our 0316 courses dramatically. Last year, our average number of students in these courses was ten, and this year our average was 20. We are very satisfied with this result.

1.13 Changes as a Result of Evaluation

While we feel that our efforts were very successful, and we definitely met our goal on a classroom basis, we did not increase the number of sections offered at any of our campuses.

This problem has been solved for us by a new mandate from the state requiring that we offer co-requisites courses, which we have decided to implement at 100%. This means that every student requiring developmental education will be in an accelerated model.

2 Goal

Faculty will attend professional meetings/trainings

2.1 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. This will allow us to focus not only on the latest trends and techniques, but the latest rules and laws affecting these courses. We plan on having ten percent of our faculty attend at least one meeting during the school year.

2.2 Implementation Strategy

Every faculty member will turn in information about any conferences meetings etc. that they have attended to the division chair. These will be returned at the time that travel reports are turned in. A short narrative, copies of programs, or other descriptive information will be included. We also would like for attendees to discuss what they learned and any interesting or new ideas at our regular developmental meetings. Faculty will attend meetings such as AMATYC, NADE, TCCTA, On Course workshops, as well as workshops and webinars from the THECB and MyLabs

2.3 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. Faculty will turn in programs, a short narrative, or other artifacts from meetings attended.

2.4 Criterion (Expected Outcome)

Will consider this goal met if at least ten percent of the faculty attend at least one meeting.

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

We believe that effective use of new and current practices will provide support to our students in these and all courses. Faculty will also be kept abreast of the latest innovations and rules for acceleration, course outcomes, and the many different types of course delivery styles in order to address specific needs of our student population.

2.6 Relationship to Unit Mission

NA

2.7 Strategic Plan Relationship - LINK to selection (Use the LINK button to the Right, Select Gen Ed Outcome to See a list of the SP Action Area Outcomes)

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

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.

2.8 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.

2.9 Personnel Budget Implications

There would be no personnel budget implications.

2.10 Equipment Budget Implications

There would be no equipment budget implications, unless of course some wonderful new idea causes us to require new equipment.

2.11 Personal Notes

2.12 Results/Findings (Data Summary - Analysis & Evaluation)

We were very successful in getting more faculty members to attend state meetings this year, partially driven by a new rule requiring us to offer co-requisite developmental courses. These courses are so

new and require such comprehensive change that our faculty were more than willing to attend meetings to learn about the creation and implementation of these new courses. Last year we had only 15% of faculty attend some state meeting, this year we were able to increase that number to 60%. On the national level, our number dropped from 15% last year to 5% this year. We are not disappointed by this result because our efforts have been focused on the new statewide changes. We felt that attendance at the state and local meetings were more important in our current cycle.

2.13 Changes as a Result of Evaluation

As we move into the co-requisite model, the Developmental Education division will cease to exist. We hope to be able to include some version of this goal in the Mathematics and English departments, but I have no real influence in this decision.

Program Name: 8.2.c Director of Athletics
Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

1 Goal

Increase the percentage of graduates, including associate degrees and certificates so that fiscal year graduates is 20% of Fall enrollment by the year 2020.

1.1 Outcome Description Student-Athletes Completion

We will have at least 80% of our sophomore student-athletes "complete" by the end of the next summer.

1.2 Implementation Strategy

We will have use a concentrated effort by each coaching staff of each sport (grade checks, class checks, study halls) and work with academic support services (advisement, Cardinal Success Center, tutoring) to meet our goal towards "Completion".

1.3 Assessment Method

I will use the certified athlete roster for each sport and have each sports head coach to give me an update at the end of the fiscal year as to where that student is as pertaining to graduation, transferring, eligibility. Then divide the number that "completed" by the total number of sophomores for the percentage of.

1.4 Criterion (Expected Outcome)

In this assessment we will define "Completion" as the student-athlete will be ready to move on to a four year level after their sophomore year.

This will include graduating with an AA and having a 2.5 GPA or better, which would allow anyone whether they were a HS qualifier or non-qualifier and whether they are transferring to a NCAA Division 1 or 2 program.

This will also include having a minimum of 12 credit hours per full-time semester hours with a 2.5 GPA or higher for our NCAA Division 1 qualifiers.

This will also include having a minimum of 12 credit hours per full-time semester hour with a 2.0 GPA or higher, and includes 2 college English courses, 1 college math course and 1 college science course. This would be the requirement to "complete" and transfer on to a NCAA Division 2 program.

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

Learning Frameworks is a great way for our student-athletes to learn study, survival skills that will directly enhance their ability to be successful at both TVCC and the four year university they transfer to.

1.6 Relationship to Unit Mission

This assessment will directly connect with our Student Services Unit Mission of focusing on student's Completion.

1.7 Strategic Plan Relationship - LINK to selection (Use the LINK button to the Right, Select Gen Ed Outcome to See a list of the SP Action Area Outcomes)

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**

This will not affect our current budget. Our implementation strategy will use measures that are already in place.

1.9 Personnel Budget Implications

This will not affect any personnel budget that is not already in place.

1.10 Equipment Budget Implications

This will not affect any of our current or future budget items.

1.11 Personal Notes**1.12 Results/Findings (Data Summary - Analysis & Evaluation)****1.13 Changes as a Result of Evaluation**

Program Name: 8.2.c Director of Distance Learning
Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

1 Goal Complete Initial LMS Implementation and Training

(Continued from 16-17 outcome) Complete on boarding to the new LMS, Canvas, and train faculty users.

1.1 Outcome Description Implementation Phases

As the new LMS has been implemented at TVCC, faculty will on-board by participating in online training and certification of at least one online course.

1.2 Implementation Strategy Online Training and Tracking Sheets

Canvas is the learning management system at Trinity Valley. Faculty participate in an initial 2 week online (self-paced) training. Peer trainers will lead the faculty training courses and support the creation of faculty development course shells. A course shell template and a TVCC Faculty Resource Center is available to support faculty during the transition to Canvas from Blackboard. Faculty will become certified as Canvas users, and be required to certify one online course before teaching in Canvas.

Continued training will be available as faculty continue teaching in Canvas.

1.3 Assessment Method Online Training and Tracking Sheets

Faculty will be completing training in Canvas. The Canvas instance will track completion of faculty training through the grade center.

Furthermore, a certification committee will track course certifications.

1.4 Criterion (Expected Outcome) 100% Faculty Trained

Number of faculty (using Canvas) completed initial Canvas training will be:

Returning New

Number completed 100% 100%

Number of faculty (using Canvas) completed additional Canvas training will be:

All Faculty

Number Completed 33%

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 Orientation Presentations

As a part of the orientation, Distance Learning will provide sessions for students to learn about Canvas. As well, online student orientation will be available.

1.6 Relationship to Unit Mission Distance Learning Mission

The TVCC Department of Distance Learning is committed to advancing the quality of our distance learning education to meet or exceed the standards of our courses delivered in a traditional, face-to-face manner. The mission of the department is to lead student success and life-long learning with advancements to instructional technology and support for all Cardinals (faculty and students) utilizing distance learning courses, and/or instructional technology resources.

1.7 Strategic Plan Relationship - LINK to selection (Use the LINK button to the Right, Select Gen Ed Outcome to See a list of the SP Action Area Outcomes)

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 1.1.2 & 1.1.9

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

1.8 Operational Budget Implications N/A

No operational budget.

1.9 Personnel Budget Implications 1 Part-Time Employee

\$15,000

1.10 Equipment Budget Implications N/A

1.11 Personal Notes Baseline year

This will be a baseline year to move forward with goals of utilizing Canvas holistically.

1.12 Results/Findings (Data Summary - Analysis & Evaluation) Training Statistics

Summer 2017

Approximately 120 faculty completed Canvas training in preparation for the 2017 Fall semester.

Approximately 30 faculty did not complete a certified course in Canvas for the 2017 Fall semester. The faculty within this group falls within one of the following categories: 1) trained but not teaching online and will certify a course at a later date, 2) training but teaching a departmental course and will not be creating content in Canvas, 3) teaching a web-enhanced (hybrid, face-to-face) course and only using Canvas as a supplement.

Approximately 4 faculty/adjunct faculty were preliminary certified to teach during the Fall semester. Certification was completed after the semester concluded. Preliminary certifications were given for special circumstances (late hire, simple course revisions).

Fall 2018

All faculty *teaching an online course* in the 2018 Spring semester were trained and certified in Canvas. Approximately 8 additional faculty were trained and certified in preparation for the 2018 Spring semester.

Spring 2018

Approximately 6 faculty were trained in preparation for Summer and Fall 2018. 3 course certifications were finalized, with 3 additional certifications in progress.

Summer 2018

Approximately 22 faculty and staff enrolled in Canvas training in preparation for Fall 2018.

In summary, all faculty who were schedule to teach online within the 2017-2018 semesters were trained to teach on Canvas. The majority of certifications were issued before a semester began, with a few special circumstances in the Fall 2017 semester. Online faculty teaching in the 2018 Fall semester were identified and training has begun. Certifications will follow as training is completed by the end of June 2018.

1.13 Changes as a Result of Evaluation Met - Improvements

Met:

The outcome to on-board all online faculty by participating in online training and certification of at least one online course has been met. The procedures are in place to continue training and certifications for all online faculty.

Improvements:

Based on the results, three areas of needs were identified

- New certification checklist and template for web-enhanced (hybrid, face-to-face) courses. The template was created to give face-to-face instructors effective support and ideas for the integration into their courses.
- Technical checklists for course roll-overs each semester are helpful to check broken links and update third party tools, such as Turnitin. When piloting the technical checklists on two courses in the Spring, results were beneficial with drastic changes in the technical support calls from one semester to the next. Current employee structure does not support a full roll-out of technical reviews for all online courses. Technical reviews will continue as requested and as Distance Learning identifies needed reviews.
- Accessibility training/certifications are needed to support faculty knowledge of creating accessible content online. The accessibility training is drafted and will be introduced to faculty in the Fall 2018.

2 Goal Develop technology related professional development program

2.1 Outcome Description Increase awareness and use of instructional technology.

2.2 Implementation Strategy Face-to-Face Sessions and Announcements

Sessions will be held monthly (each topic a subtopic for an over-all goal). Sessions will have surveys. A monthly newsletter will be developed and sent out to inform the college of instructional technology knowledge. Newsletter will include an "easter egg" for reading.

2.3 Assessment Method Number of attendees and responses

The number of attendees will be tracked.

Responses to the newsletters will gathered.

2.4 Criterion (Expected Outcome) 5 recipients a month

In total, at least 5 people will attend a session and/or respond to a newsletter per month.

Responses can include acknowledgement or implementation.

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 Life-Long Learning

The TVCC Department of Distance Learning is committed to advancing the quality of our distance learning education to meet or exceed the standards of our courses delivered in a traditional, face-to-face manner. The mission of the department is to lead student success and life-long learning with advancements to instructional technology and support for all Cardinals (faculty and students) utilizing distance learning courses, and/or instructional technology resources.

2.7 Strategic Plan Relationship - LINK to selection (Use the LINK button to the Right, Select Gen Ed Outcome to See a list of the SP Action Area Outcomes)

2.5 Human Resources

*General Outcomes Links***Strategic Plan (Use for Administrative Outcomes) 2 Enhance the College**

2.5 Human Resources

Human Resources

2.7.1 Strategic Plan Relationship Narrative 2.5.1

Enhance a culture of performance improvement by engaging faculty and staff in professional and leadership development opportunities

2.8 Operational Budget Implications 9,000

New Faculty Mentor Program/Course Certification Program
(already in budget)

**2.9 Personnel Budget Implications Part-Time employee
15,000****2.10 Equipment Budget Implications na**

Will utilize current facilities.

2.11 Personal Notes Baseline Year

This is a base line year to determine expectations. Subsequent years will look at implementation of information by participants.

2.12 Results/Findings (Data Summary - Analysis & Evaluation) Training Statistics

Monthly Trainings

Nine trainings related to the use of Canvas or online teacher were offered between August and May of 2017-2018. Trainings were available face-to-face, synchronously online, and in an online course through a recording/quiz. Attendance was documented based on attendance in person and quiz participation within a 2 week window of the training offered.

Overall, **111 individuals** participated in at least 1 Canvas related or online teaching training.

The following lists each training with the number of attendees:

Canvas "how to" Provide Feedback - September 29 – 68

Canvas "how to" – Is there a Tool for That? - October 13 - 68

Canvas "how to" – Have Meaningful Involvement online - November 10 – 58

Increase Student Engagement with Free Tools - November 17 – 5

Canvas "how to" Create Rubrics - December 1 – 20

Canvas "how to" Use Canvas Wisely- January 19 - 1

Canvas "how to" – Assess in the Moment - February 9 - 17

Canvas "how to" Be Accessible - March 2 - 21

Canvas "how to" Model and Promote Digital Citizenship - April 13 - 14

Canvas "how to" Create Fancy Canvas Content - May 4 - 11

Tips and Tricks for Canvas Jan.19 - 35

Newsletters

Newsletters were emailed to the online faculty monthly from August 2017 to May 2018. Few responses were received via email.

2.13 Changes as a Result of Evaluation Outcome Met!

As a result of the attendance to the monthly trainings, the outcome was met. In general, participation exceeded the 5 person attendance goal. Attendance was generally attended via the synchronous online session or through the recording/quiz provided after the session. Moving forward, monthly trainings will be continued based on the high attendance records. Faculty will be surveyed to determine the topics for training sessions. Dates will be analyzed to determine which months/time ranges were more inclined to increasing attendance.

The newsletters will continue to be posted and faculty given notification as a means to sustain a consistent communication platform.

Program Name: 8.2.c Director of Dual Credit
 Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

1 Goal Dual Credit Program

Increase dual credit academic course completion.

1.1 Outcome Description Dual Credit Program

Dual credit students will complete academic core courses with a Grade of A, B, C, or D by 2%.

1.2 Implementation Strategy Dual Credit Program

1. Continue to improve the dual credit orientation course in Canvas 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 Dual Credit Parent Night and student presentations.

1.3 Assessment Method Dual Credit Program

To assess the increase of dual credit academic course completion by 2%, TVCC data will be utilized. Baseline data will be the 2016-2017 TVCC data as follows:

Students earned A - 47.14%
 Students earned B - 32.8%
 Students earned C - 16.5%
 Students earned D - 3.57%

1.4 Criterion (Expected Outcome) Dual Credit Program

Dual credit student academic core completion will increase by 2% from FY17.

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 Dual Credit Program

N/A

1.6 Relationship to Unit Mission Dual Credit Program

We do not have a unit mission.

1.7 Strategic Plan Relationship - LINK to selection (Use the LINK button to the Right, Select Gen Ed Outcome to See a list of the SP Action Area Outcomes)

1.3 Academic Success

General Outcomes Links

| | | |
|---|-----------------------|---|
| Strategic Plan (Use for Administrative Outcomes) | 1 Enhance the Student | |
| 1.2 Student Success | | Student Success |
| 1.3 Academic Success | | Academic Success |
| 1.3.7 | | Increase dual credit completion rates in academic education courses |
| 1.2.9 | | Enhance high school students'™ preparedness for college level course work with college and career readiness initiatives |

1.7.1 Strategic Plan Relationship Narrative Dual Credit Program

This goal is directly mentioned in the 2015-2020 TVCC Strategic Plan, 1.2.9 Student Success and 1.3.7 Academic Success. An increase in dual credit core completers will assist the college in meeting its overall goals of academic and student success outcomes.

1.8 Operational Budget Implications Dual Credit Program

This goal will not increase current operational budget.

1.9 Personnel Budget Implications Dual Credit Program

This goal will annually increase if a full-time assistant is added to the personnel budget.

1.10 Equipment Budget Implications Dual Credit Program

This goal will not increase the equipment budget.

1.11 Personal Notes Dual Credit Program

N/A

1.12 Results/Findings (Data Summary - Analysis & Evaluation) Dual Credit Program

0.1% less dual credit students completed academic core courses in FY17-18 than FY16-17, with grades of an A, B, C, or D.

1.13 Changes as a Result of Evaluation Dual Credit Program

Dual credit will increase mid-term and drop date progress reports for school districts that request them to promote more student monitoring. The dual credit office will continue to offer the online dual credit orientation to students and continue to be proactive in dual credit student advising. In addition, an emphasis on grades, college-level academics, and student responsibility will be stressed in parent night and student presentations.

2 Goal Dual Credit Program

Increase dual credit workforce education contact hours.

2.1 Outcome Description Dual Credit Program

Dual credit students will complete workforce education courses with a grade of A, B, C, or D by 2%.

2.2 Implementation Strategy Dual Credit Program

1. Continue to improve the dual credit orientation course in Canvas 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 Dual Credit Parent Night and student presentations.

2.3 Assessment Method Dual Credit Program

To assess the increase of dual credit workforce education course completion by 2%, TVCC data will be utilized. Baseline data will be the 2016-2017 TVCC data as follows:

Students earned A - 61.22%
 Students earned B - 23.15%
 Students earned C - 11.93%
 Students earned D - 3.7%

2.4 Criterion (Expected Outcome) Dual Credit Program

Dual credit student workforce education course completion will increase by 2% from FY17.

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 Dual Credit Program

N/A

2.6 Relationship to Unit Mission Dual Credit Program

We do not have a unit mission.

2.7 Strategic Plan Relationship - LINK to selection (Use the LINK button to the Right, Select Gen Ed Outcome to See a list of the SP Action Area Outcomes)

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 Dual Credit Program

This goal is directly mentioned in the 2015-2020 TVCC Strategic Plan, 1.4.5 and 1.4.6 Workforce Success Outcomes. 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 Dual Credit Program

This goal will not increase current operational budget.

2.9 Personnel Budget Implications Dual Credit Program

This goal will annually increase if a full-time assistant is added to the personnel budget.

2.10 Equipment Budget Implications Dual Credit Program

This goal will not increase the equipment budget.

2.11 Personal Notes Dual Credit Program

N/A

2.12 Results/Findings (Data Summary - Analysis & Evaluation) Dual Credit Program

15.4% more dual credit students completed workforce education courses in FY17-18 than FY16-17, with grades of an A, B, C, or D. The dual credit workforce education contact hours increased by 8.2% in FY-17-18 over FY16-17.

2.13 Changes as a Result of Evaluation Dual Credit Program

Dual credit will continue its marketing efforts in the high schools as well as include information regarding these programs during parent night and student presentations. The dual credit office will continue to improve and provide the online dual credit orientation to students, as well as continue to assist ISDs in meeting HB-5 requirements, which includes development of workforce career pathways. The dual credit office will continue to recruit embedded workforce high school faculty to teach workforce dual credit courses on the high school campuses.

Program Name: 8.2.c Director of Learning Resources
 Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

1 Goal Learning Framework Support

Provide library support for Learning Framework course.

1.1 Outcome Description

The libraries on the Athens, Terrell, Palestine campuses will partner with Learning Framework instructors to conduct information literacy sections targeting the Learning Framework course. This will be a baseline year.

1.2 Implementation Strategy Special events and targeted workshops

The campus librarians will contact Learning Framework faculty to offer information literacy sessions to students currently enrolled in the course. Librarians will schedule time to meet with the classes or will provide links to virtual training for students.

1.3 Assessment Method

This is a baseline year. Librarians will document the number of information literacy sessions in relation to the Learning Framework courses being conducted.

1.4 Criterion (Expected Outcome)

The goal for the first year is to conduct two sessions for 2 Learning Framework classes on the Athens, Terrell, and Palestine campus each Fall and Spring semester.

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

Conducting information literacy sessions with the Learning Framework courses will enhance and support collegiate survival skills in students. The current Learning Framework textbook directly references information literacy and research credibility. These sessions will further emphasize the information presented in the text.

1.6 Relationship to Unit Mission

The mission of the LRC is to provide materials and facilities which will further the philosophy, mission, and goals of the College. The LRC supports the further achievement of the mission and the goals formulated by the institution. The program endeavors to provide the most efficacious match of services and resources to satisfy the needs of its users (i.e. students, faculty, staff, persons in the community). Supporting the Learning Framework course furthers the philosophy, mission, and goal of the college.

1.7 Strategic Plan Relationship - LINK to selection (Use the LINK button to the Right, Select Gen Ed Outcome to See a list of the SP Action Area Outcomes)

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 directly relates to 1.5 Learning Resources as it will provide both learning resources and specifically instruction for their use to support students.

1.8 Operational Budget Implications

There are no additional funds needed for this goal.

1.9 Personnel Budget Implications

While there potentially could be physical strain on the librarians, there should be no additional funds required.

1.10 Equipment Budget Implications

There are no equipment implications.

1.11 Personal Notes

This is a baseline year.

1.12 Results/Findings (Data Summary - Analysis & Evaluation)

Librarians on the Athens campus conducted five library instruction sessions with Learning Framework sections. There were no library instruction sessions requested for the Terrell and Palestine campuses.

1.13 Changes as a Result of Evaluation

The Director of Learning Resources will attend Learning Framework faculty meetings and will emphasize the campus librarian's availability and desire to meet with Learning Framework classes. Follow-up emails will be sent to faculty in an effort to increase participation.

2 Goal Freshman Orientation

2.1 Outcome Description Freshman Orientation

Librarians from the Athens, Terrell, and Palestine campus will participate in Cardinal Pride/Freshman orientation sessions in order to better prepare students for their academic careers by addressing their learning resources needs and providing them the opportunity to meet with library staff.

2.2 Implementation Strategy

The Director of Learning Resources will coordinate with the Director of Student Success to establish times when the campus librarians will conduct information sessions for incoming freshman students at the Cardinal Pride Orientation.

2.3 Assessment Method

Data will be measured using the Cardinal Pride Student Survey. Since this is the first year the LRCs have been involved in the orientation, we will be using the results as a baseline measure.

2.4 Criterion (Expected Outcome)

This will be a baseline year for data.

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

Student Learning Outcome 2.2 states that students will demonstrate personal responsibility by identifying and utilizing college resources including library services, student success center, advising, and financial aid. By participating in Cardinal Pride Orientations, librarians will bring awareness to incoming freshman of library services.

2.6 Relationship to Unit Mission

The LRC's mission is to provide an efficacious match of services and materials to students, faculty and staff, and members of the community. The library's mission in part is fulfilled by providing this service to incoming freshman students.

2.7 Strategic Plan Relationship - LINK to selection (Use the LINK button to the Right, Select Gen Ed Outcome to See a list of the SP Action Area Outcomes)

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 outcome relates to TVCC Goal 1.5.3. "Increase the usage of learning resource center-based instructional supports at all learning resource centers (LRCs)." The Cardinal Pride Orientation provides the LRCs with the ability to introduce incoming freshman to these supports even before classes begin thus increasing the likelihood of early and persistent usage of these tools.

2.8 Operational Budget Implications

There is an approximate \$1000.00 budget implication in order to provide promotional library materials to Cardinal Pride participants.

2.9 Personnel Budget Implications

N/A

2.10 Equipment Budget Implications

N/A

2.11 Personal Notes

This is a baseline year. We will continue this goal next year to track areas of needed improvement.

2.12 Results/Findings (Data Summary - Analysis & Evaluation)

The Director of Learning Resources in conjunction with the Director of Distance Learning conducted a session on "Accommodations" for two face to face Cardinal Pride Orientation programs. According to the student survey, 97.56% of responding students on the Athens campus either agreed or strongly agreed that they knew where to make contact or get help with accommodations. The Athens campus was the only location that a librarian was requested to assist with Cardinal Pride.

2.13 Changes as a Result of Evaluation

While the survey results were favorable (97.56%), these results do not give a clear picture of what the students were responding to. The Director of Learning Resources will contact the Institutional Research department to propose that a more specific question related to library services be added to the survey. Additionally, since there was no participation from librarians on the other campuses, we will seek alternative ways (online) to impact Cardinal Pride Orientation.

Program Name: 8.2.c Director of Small Business Development Center
 Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

1 Goal Underserved communities

The SBDC has achieved a growing presence in our larger communities as evidenced by growing caseloads. The next way to continue to grow will be in interact more with stakeholders in Crandall, Wills Point, and Brownsboro/Chandler. Direct interaction with leaders in those communities will be required.

The SBDC is to serve as an economic development arm for the college and we will increase that effort especially in these identified areas.

1.1 Outcome Description Underserved communities

Increase the number of clients served in Crandall, Wills Point, Chandler/Brownsboro and Murchison.

1.2 Implementation Strategy Underserved communities

We will coordinate with the Chamber of Commerce in their areas to jointly promote what we are proposing to do. If the town is responsive the SBDC could hold office hours there. We will also hold office hours there.

1.3 Assessment Method Underserved communities

We will measure success by increasing our clients in these towns by 10% compared to 2016-2017

1.4 Criterion (Expected Outcome) Underserved communities

A ten percent increase in the number of clients counseled.

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 (Use the LINK button to the Right, Select Gen Ed Outcome to See a list of the SP Action Area Outcomes)

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

This relates to the community service.

1.8 Operational Budget Implications

None

1.9 Personnel Budget Implications

None

1.10 Equipment Budget Implications

No equipment necessary.

1.11 Personal Notes

No notes.

1.12 Results/Findings (Data Summary - Analysis & Evaluation) Underserved communities

The key measurement will be increased numbers of clients in these areas. We are targeting 10%.

Overall clients were up significantly which masked low performance in Wills Point in particular. Issue of increasing overall clients mitigated underperformance in Wills Point.

1.13 Changes as a Result of Evaluation Underserved communities

Change approach as tested communities did not show response.

Program Name: 8.2.c Director of Student Engagement
 Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

1 Goal Student Engagement Events

Provide on average two student engagement events per month for the fall and spring semester.

1.1 Outcome Description Engagement Events

Provide opportunities for students to get engaged and connected.

1.2 Implementation Strategy Plan Student Engagment Events

Student Life will plan, schedule, advertise with flyers and social media, and implement student engagement events during the semester. Red Bird Leaders and SGA members will help setup and tear down key events such as Family Day and Homecoming, etc.

1.3 Assessment Method Track Events

Student Life will track the number of student engagement events provided during the school year.

1.4 Criterion (Expected Outcome) Student Involment

By providing 2 student engagement events per month we hope to make sure students are engaged and connected to student life at tvcc in order to become successful students.

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 Announce Student Life Events

Student Life explains all opportunities for involvement at Orientation. We provide flyers so that students know about Welcome Week before they get here. This way we can get students involved much quicker than waiting until they step foot on campus the first day of class.

1.6 Relationship to Unit Mission Student Completion

Student Engagement events help students get connected which leads to retention and completion.

1.7 Strategic Plan Relationship - LINK to selection (Use the LINK button to the Right, Select Gen Ed Outcome to See a list of the SP Action Area Outcomes)

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 |
| 1.1.2 | 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

Engagement events help create an atmosphere of more engagement and a better overall experience

while at TVCC

1.8 Operational Budget Implications Communication Portal

Student Life has no way to create digital communication with students outside of major social media platforms which prove to be inadequate. (Facebook, Twitter, Instagram, Snapchat) - I have asked and requested for a TVCC student App multiple times in order to increase digital communication of TVCC Student Life events and community on campus. This portal will cost money but if we plan to meet students where they are, then we need to meet them on their phones, because that is where they are. Until this happens we are reduced to posters, flyers, and sending out digital announcements on large scale social media platforms.

1.9 Personnel Budget Implications Increase work hours

If the number of events is increased it will require more hours of planning and implementation. James is still hourly. The distribution of his hours continues to cause either a shortage of hours in the day or an increase in overtime.

1.10 Equipment Budget Implications More supplies

Depending on the events planned there could be an increasing need for equipment to make the events high quality, memorable, and meaningful.

1.11 Personal Notes

1.12 Results/Findings (Data Summary - Analysis & Evaluation) Findings

Student Life offered two student engagements per month. These events were spaced out and in conjunction with other activities taking place on the Athens campus of TVCC. These events created a healthy environment for students to create relationships, find support, and have a great time while at TVCC. These events involved the planning, advertising, and implementation from TVCC student leaders.

Our Student Government Association documented these events and submitted them for Chapter of the Year. For the fifth straight year TVCC was selected as Region 3 chapter of the year and thus, represented Region 3 at the state SGA conference. At the state conference TVCC was selected as the state chapter of the year an evidence that the work Student Life is doing is in an elite class compared to other Texas community colleges.

1.13 Changes as a Result of Evaluation Changes

Student Life will continue to offer two student engagements per month due to the successful results. This scheduling allows the events to have meaning and avoid stretching out student leaders and student too thin, creating burnout and causing grades to suffer.

2 Goal Completion

Increase the percentage of graduates, including associate degrees and certificates so that fiscal year graduates is 20% of Fall enrollment by 2020.

2.1 Outcome Description Connect Students through This Week in the Valley

By printing out "This Week in the Valley" advertisements our students can stay more connected to what is happening at TVCC. This gives all students a weekly overview of what is happening on campus.

2.2 Implementation Strategy Engagement to Completion

Communicate with all departments that concern Student Life events so that all areas are represented on the "This Week in the Valley." Print and distribute to highly trafficked areas on campus.

2.3 Assessment Method Track Distribution

Student Life will track the number of this week in the valleys printed and the number of weeks that they are distributed.

2.4 Criterion (Expected Outcome) Distribution

By printing and distributing This Week in the Valley's across campus students will be informed of what is happening at TVCC.

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 Connection

Our goal is to keep students connected to what is going on in Student Life to increase the likelihood of them getting engaged and involved.

2.6 Relationship to Unit Mission

Student Engagement events help students get connected which leads to retention and completion.

2.7 Strategic Plan Relationship - LINK to selection (Use the LINK button to the Right, Select Gen Ed Outcome to See a list of the SP Action Area Outcomes)

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 |
| 1.1.2 | 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 |

2.7.1 Strategic Plan Relationship Narrative

Engagement events help create an atmosphere of more engagement and a better overall experience while at TVCC

2.8 Operational Budget Implications Increase in color printing and sign holders

There could be an increase in printing and also for the cost of the plastic holders with which we put This Week in the Valley. These holders break and are not cheap to replace.

2.9 Personnel Budget Implications None

I don't see any personnel budget implications at this time.

2.10 Equipment Budget Implications Plastic Holders

Only cost is to replace the holders if they break.

2.11 Personal Notes None

I have no personal notes.

2.12 Results/Findings (Data Summary - Analysis & Evaluation) This Week in the Valley Campus Presence

This Week in the Valley has been a great way to make sure students know what is going on. We placed them weekly in high traffic counter areas in the cafeteria, perch, SUB, Administration buildings.

2.13 Changes as a Result of Evaluation 30,000 FT Meeting

Sometimes due to the lack of communication events did not make it into This Week in the Valley. We have scheduled a multi-departmental meeting to take a 30,000 ft view of the fall schedule so that everyone is on the same page and all events make it into This Week in the Valley.

Program Name: 8.2.c Director of Student Financial Aid and Veterans Services
Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

1 Goal

Increase the percentage of graduates, including associate degrees and certificates so that fiscal year graduates is 20% of enrollment by 2020.

1.1 Outcome Description

This year will serve as a baseline. We will increase the number of FAFSA's received in the Spring semester prior to the student attending in the Fall.

1.2 Implementation Strategy

The Financial Aid Office will hold informational sessions during Financial Aid Awareness month (February of each year).

1.3 Assessment Method

This is a baseline year. We will assess the number of FAFSA's received February - May of each year.

1.4 Criterion (Expected Outcome)

This is a target measure. The number of FAFSA's received in Spring 2019 will be 10% more than the previous year.

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 attend a Financial Aid session during Freshman Orientation.

1.6 Relationship to Unit Mission

Earlier contact with students will ensure that they are prepared financially for the Fall semester.

1.7 Strategic Plan Relationship - LINK to selection (Use the LINK button to the Right, Select Gen Ed Outcome to See a list of the SP Action Area Outcomes)

1.2 Student Success

1.7.1 Strategic Plan Relationship Narrative

Providing financial aid awareness earlier in the year will help eliminate students from being dropped for non-payment or from having books and supplies after classes begin.

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)

1.13 Changes as a Result of Evaluation

Program Name: 8.2.c Director of Student Housing/Judicial Officer
 Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

1 Goal

Increase the percentage of graduates, including associate degrees and certificates so that fiscal year graduates is 20% of full enrollment by 2020.

1.1 Outcome Description

The Housing Office will expect 30% of residential students to use Cardinal Success Center services as an effort to help guide students toward completion/graduation.

1.2 Implementation Strategy

By offering two incentive programs to residential students throughout each semester by using reports from the Cardinal Success center to determine the frequent residential students that use the services.

1.3 Assessment Method

At the end of each semester, the Housing Office will request a report from the Cardinal Success Center to determine the percentage of residential students that used the services.

1.4 Criterion (Expected Outcome)

It is expected that at least 30% of residential students will use Cardinal Success Center services, and this will serve as a baseline AY18-19.

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

Residential students will be informed of the Cardinal Success Center services during Freshman Orientation.

1.6 Relationship to Unit Mission

Assists residential students by helping them take advantage of student services that will keep them on their pathway, retain them as students, and moving them toward completion.

1.7 Strategic Plan Relationship - LINK to selection (Use the LINK button to the Right, Select Gen Ed Outcome to See a list of the SP Action Area Outcomes)

1.1 Student Engagement - Increase student engagement in collegiate life, both academically and as a member of the college community.

1.7.1 Strategic Plan Relationship Narrative

Allows students to be successful academically, which allows them to opportunity to become more engaged.

1.8 Strategic Plan Relationship - LINK to selection (Use the LINK button to the Right, Select Gen Ed Outcome to See a list of the SP Action Area Outcomes)

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

Allows students to be successful academically and socially which will keep them on their pathway to graduation.

1.9 Strategic Plan Relationship - LINK to selection (Use the LINK button to the Right, Select Gen Ed Outcome to See a list of the SP Action Area Outcomes)

1.3 Academic Success

General Outcomes Links

Strategic Plan (Use for Administrative Outcomes) 1 Enhance the Student

1.3 Academic Success

Academic Success

1.9.1 Strategic Plan Relationship Narrative

Allows students to be successful academically, which allows them to opportunity to become more engaged.

1.10 Operational Budget Implications

N/A

1.11 Personnel Budget Implications

N/A

1.12 Equipment Budget Implications

N/A

1.13 Personal Notes

1.14 Results/Findings (Data Summary - Analysis & Evaluation)

A contest was done for the Fall 2017 semester that provided an Apple Smartwatch for the non-athlete/performer housing student that visited the CSC the most. The student was Taj Taylor. Because 129 of our athletic/performing group housing students (Football, Men's Basketball, and Cheerleaders) were required to attend study hall plus the number of non-athlete/performer housing students, we had over 30% of our 375 housing students that used the CSC. It was decided not to do the Spring 2018 semester due to the fact we felt our housing students were using the CSC as part of their routine and had a better idea if it benefitted them or not.

[CSC Visitors Non-Study Hall Fall 2017](#) [XLSX 175 KB OCT 11, 2018]

1.15 Changes as a Result of Evaluation

Based on the results, we will probably ask for a different type of report for to evaluate our findings.

Program Name: 8.2.c Director of Student Pathways
 Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

1 Goal

Increase the percentage of graduates, including associate degrees and certificates so that fiscal year graduates is 20% of Fall enrollment by 2020.

1.1 Outcome Description

This year will serve as a baseline. We would like to decrease the students who graduate with more than 150% of the semester hours required to complete their degree or certificate.

1.2 Implementation Strategy

Beginning with Cardinal Pride Orientation, discuss with students the importance of career pathway choice, progression, and completion.

Meet with students at the required 30 semester hours completed in order to see pathway progression towards graduation.

1.3 Assessment Method

This is a baseline year. Assess the number of semester hours a graduate has earned at the time of graduation to determine if they were able to graduate within 150% of required completion hours.

1.4 Criterion (Expected Outcome)

This is a target measure. The number of fiscal year graduates will be 20% of fall enrollment by 2020.

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

With the required Cardinal Pride Orientation, students are introduced to resources and other important information that will direct students towards the right pathway progression to completion.

1.6 Relationship to Unit Mission

Initial contact will get students on the correct pathway sooner, the 30 hour contact will ensure the students are progressing on the pathway to success.

1.7 Strategic Plan Relationship - LINK to selection (Use the LINK button to the Right, Select Gen Ed Outcome to See a list of the SP Action Area Outcomes)

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

Since student completion is our main focus, the more efficient we can be at getting students on the correct pathway sooner, keeping them on their pathway, and making sure they are progressing towards graduation will ultimately allow students to reach their career goals.

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

Collaboration with the Registrar's Office and the Cardinal Success Center for data and results.

1.12 Results/Findings (Data Summary - Analysis & Evaluation)

122 of 869 (14%) graduated with greater than 150% of required hours for AA, AAS, CERT.
System for scheduling appointment with preferred advisor implemented through TVCC Advising Center website.

Implemented dedicated advisor for athletes and portal created for coaches to create specified appointment times.

AS400 30 hour block implemented to assure students meet with an advisor to assure established pathway and degree audit for graduation plan.

1.13 Changes as a Result of Evaluation

Athletic advisor creation of tracking system based on collection of specified data.

Program Name: 8.2.c Director of Student Success
 Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

1 Goal Student Completion

The Cardinal Success Center will contribute to the overall graduate rate of students graduating, including associates degrees and certificates so that fiscal year graduates is 20% of Fall enrollment by 2020.

1.1 Outcome Description Improve academic performance of all learners

Utilize the annual report from data taken from the student scanning system to compare graduation rates for students 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

We will use graduation rates and compare them to the percentage of students that have used the Cardinal Success Center.

1.4 Criterion (Expected Outcome)

Students that have used the Cardinal Success Center will have higher graduation rates than students who did not use the Cardinal Success Center.

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 that attend Cardinal Pride Orientation will be introduced to the Cardinal Success Center and the services that it provides.

1.6 Relationship to Unit Mission

Increase graduation rates.

1.7 Strategic Plan Relationship - LINK to selection (Use the LINK button to the Right, Select Gen Ed Outcome to See a list of the SP Action Area Outcomes)

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

Utilizing the Cardinal Success Center will give students access to tools that will help them increase their GPA and thus increasing their likelihood that they will graduate with either a degree or a certificate.

1.8 Operational Budget Implications

Continue to fund the operational costs related to the Cardinal Success Center.

1.9 Personnel Budget Implications

Reclassify the current Administrative Assistant to Cardinal Success Center Specialist and move the part-time Cardinal Success Center Specialist to the Administrative Assistant.

1.10 Equipment Budget Implications

None

1.11 Personal Notes

None

1.12 Results/Findings (Data Summary - Analysis & Evaluation)

No change, continue to monitor and analyze

1.13 Changes as a Result of Evaluation

Continue to next year cycle.

Program Name: 8.2.c Director of Testing
 Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

1 Goal

Testing will increase the percentage of graduates, including associate degrees and certificates so that fiscal year graduates is 20% of Fall enrollment by the year 2020.

1.1 Outcome Description

Develop activities in testing center to increase graduation rates.

1.2 Implementation Strategy

Students completing GED testing through TVCC Testing Center will receive a \$5 price reduction in cost of first TSI assessment, consisting of all 3 parts of test.

Testing Center will provide printed information on CLEP testing and encourage students to earn college credit by CLEP exams. Proctors sent out to area high schools to administer TSI exams will distribute this information to students scoring high on their TSI exams. Testing Director will also contact TVCC social media personnel to place CLEP information on school's Facebook page and school web site, at least twice in each academic year.

1.3 Assessment Method

This will be assessed by the number of CLEP exams given in each academic year.

Discount cards will be given to GED completers for redemption in the Testing Center for TSI exams.

1.4 Criterion (Expected Outcome)

This is a benchmark year for GED testers who come back and take TSI exams for college admission. CLEP testing will increase 5% over number of tests given during the 2016-17 academic school year.

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

Future students will feel a stronger connection to the college community and will have taken a step toward college completion.

1.6 Relationship to Unit Mission

Testing will direct students on the path of college admission by entrance exams and dispersing information and encouragement to a quicker way of earning college credit.

1.7 Strategic Plan Relationship - LINK to selection (Use the LINK button to the Right, Select Gen Ed Outcome to See a list of the SP Action Area Outcomes)

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

Testing will encourage students to enroll in college, after completing their GED, by providing a one time \$5 price reduction in TSI admissions testing.

By encouraging CLEP testing, the Testing Department is helping students to earn college credit, which

will get them closer to graduation.

1.8 Operational Budget Implications

Budget will increase slightly to buy (and possibly mail) CLEP informational for disbursement.

1.9 Personnel Budget Implications

This will have no implications on personnel budgets.

1.10 Equipment Budget Implications

There will be no implications on equipment budgets.

1.11 Personal Notes

The TVCC Testing Center Strives to encourage all GED testers, not to stop once they receive their GED, but to continue their education.

Area high schools are becoming their own TSI testing site, cutting into the testing revenue. Some high schools are even testing people in the community, who are not high school students and are undercutting the college's price on the TSI exam.

Giving TVCC GED completers a reduction in price will encourage them to use our on-campus facility that they are familiar with and not go to one of the area high school testing sites.

1.12 Personal Notes

Because we have such a large mark-up on our TSI exam, I think we should really look into lowering our price on the TSI before we lose anymore high schools. At the current price, it is much more cost effective for high schools to become their own testing sites and pay less than \$10 for a student to take a complete test than it is for them to pay TVCC \$30 per test. Although we lowered our 1 section cost this past year to \$20 (same as we charge students on our campus), this is still much higher than the \$1.75 cost that high schools have to pay if they are their own testing site.

Conversing with other community colleges, some have informed me that they give their students 1 testing free and then only charge \$10 to retest on any section.

I would like to see us do more TSI testing, but at our current price and being undercut by so many other colleges and high school, this may be difficult in the future. We are not giving them much of an incentive to come to us to test.

1.13 Results/Findings (Data Summary - Analysis & Evaluation)

As of the last week in May 2018, testing revenues were approximately \$5000 lower than they were during the same time period in 2017. This is a result of more local school districts TSI testing their own students. Permission to lower TSI testing costs were denied from administration. Permission was given to lower price of 1 part of TSI to \$20 when test is given at high schools by TVCC proctors, instead of the \$30 charge.

CLEP information brochures were ordered and placed in the Proctor Box for distribution to high school students scoring high on the TSI Assessment.

1.14 Changes as a Result of Evaluation

The Testing Center has increased the number of days each month that the TSI and PearsonVue exams are administered on the Athens campus.

Program Name: 8.2.c Fine Arts Division Chairperson
 Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

1 Goal

Streamline and simplify LEAPs reporting for Fine Arts division.

1.1 Outcome Description

Instructors will submit accurate LEAPs reports the same day that grades are due.

1.2 Implementation Strategy

I will email the LEAPs report to the faculty at the beginning of the semester and remind them of what they will be measuring. Will again email the report to the faculty about two months and then a month before the semester ends to remind them of the due date of the LEAPs report. I send a calendar request to each faculty member as a reminder as well.

1.3 Assessment Method

One hundred percent of the Fine Arts instructors will submit accurate LEAPs on the same day that grades are due.

1.4 Criterion (Expected Outcome)

Instructors will submit LEAPs in a more timely manner because the the report will be created by the instructors and will be simplified. The LEAPs should be submitted on the same day as the day the grades are due.

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

NA

1.6 Relationship to Unit Mission

Everything we do in Fine Arts should support the ultimate mission of TVCC. We are a visible unit of the college, and yet we believe that academics is our first priority. Measuring our academic success is important. Revamping the LEAPs to make the CORE objectives more clear and easily measurable was a step in the right direction in helping our students succeed.

1.7 Strategic Plan Relationship - LINK to selection (Use the LINK button to the Right, Select Gen Ed Outcome to See a list of the SP Action Area Outcomes)

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

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;

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)

I did simplify the LEAPs report, and I sent it at the beginning of the semester to all departments as well as a month before reporting. However, I did not remember to add the reporting date to the Outlook calendar, which would have been helpful.

13/14 instructors (93%) submitted LEAPs reports before or on the due date.

1.13 Changes as a Result of Evaluation

I will adjust the expectations for next year's goal to include the CANVAS outcome reporting tool. All instructors will be required to submit their LEAPS reports through their individual CANVAS course shells, or through the Fine Arts Division Resource Center.

This goal will be met by the end of Spring 2019.

2 Goal

To ensure that all of the Fine Arts faculty use the correct template of the syllabus.

2.1 Outcome Description

Faculty will use the correct template of the syllabus as required by administration.

2.2 Implementation Strategy

I will forward the template of the required syllabus template to the faculty as soon as I receive it from administration.

2.3 Assessment Method

One hundred percent of the Fine Arts faculty will utilize the current template as dictated by administration with their own information included.

I will check the TVCC webpage to verify that the correct syllabi have been posted.

2.4 Criterion (Expected Outcome)

One hundred percent of the Fine Arts faculty will use the correct syllabus template and update it with their information for the FY18 school 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

NA

2.6 Relationship to Unit Mission

The mission of the Fine Arts division is to support the ultimate mission of TVCC as a whole. By using the required syllabus template, we reduce confusion among students and disseminate the required information to the student body.

2.7 Strategic Plan Relationship - LINK to selection (Use the LINK button to the Right, Select Gen Ed Outcome to See a list of the SP Action Area Outcomes)

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

1.3.5 Increase the number of core curriculum completers each year

2.8 Operational Budget Implications

NA

2.9 Personnel Budget Implications

NA

2.10 Equipment Budget Implications

NA

2.11 Personal Notes**2.12 Results/Findings (Data Summary - Analysis & Evaluation)**

All of the TVCC Fine Arts Faculty used the correct syllabus template as required.

2.13 Changes as a Result of Evaluation

This goal was achieved.

Program Name: 8.2.c Food Services

Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

1 Goal

Increase the percentage of graduates, including associate degrees and certificates, so that fiscal year graduates are 20% of fall enrollment by the year 2020.

1.1 Outcome Description

Provide excellent customer service.

1.2 Implementation Strategy

1.3 Assessment Method

Receive 80% or higher customer satisfaction on the food service survey.

1.4 Criterion (Expected Outcome)

Receive 85% or higher customer satisfaction.

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 (Use the LINK button to the Right, Select Gen Ed Outcome to See a list of the SP Action Area Outcomes)

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)

had 80 % satisfaction.

1.13 Changes as a Result of Evaluation

Program Name: 8.2.c Health Science Center Student Services
Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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 (Use the LINK button to the Right, Select Gen Ed Outcome to See a list of the SP Action Area Outcomes)

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: 8.2.c Honors Program Administration
 Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

1 Goal

Increase the number of students who receive an honors designation for a course.

1.1 Outcome Description

Increasing the number of students will help the program become self-sustaining. As the popularity of the program grows and the benefits are seen by both the students and faculty, the honors program will become more respected and the student population will strive to become a member.

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)

Eighty-five students will receive honors credit.

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 QEP.

1.6 Relationship to Unit Mission

No unit mission.

1.7 Strategic Plan Relationship - [LINK to selection \(Use the LINK button to the Right, Select Gen Ed Outcome to See a list of the SP Action Area Outcomes\)](#)

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

none

1.9 Personnel Budget Implications

Faculty are compensated according to the current pay schedule for honors contracts. The goal is an increase of 10% in student enrollment from the 2016/2017 academic year. The personnel budget impact should not exceed \$1500.

1.10 Equipment Budget Implications

none

1.11 Personal Notes**1.12 Results/Findings (Data Summary - Analysis & Evaluation)****1.13 Changes as a Result of Evaluation**

Program Name: 8.2.c Kinesiology Division Chairperson
 Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

1 Goal

1.1 Outcome Description

This year we would like to review all of our online courses and make sure they are updated in our new Canvas system. In the past we used the blackboard system and many of the online offerings were very basic and did not look professional. We also want to make sure our syllabus are updated and current in regards to all state regulations.

1.2 Implementation Strategy

Our department head will be responsible for working hand in hand with the distance education director to make sure we reach our goal. This person will evaluate each course to make sure the academic objective are current, the school requirements are included, and we only offer online courses that look professional.

1.3 Assessment Method

Each instructor teaching an online course will be required to include the Department Head as a student. This will allow this individual to have access to all learning material, announcements, and assignments. The instructors and Department head will review the course and make sure they are being taught in a professional manner.

1.4 Criterion (Expected Outcome)

The expected outcomes from this objective will be set at 100 percent. Each instructor teaching an online course will be required to complete a very detailed Canvas Teaching Program which involve many hours of training and the help of other faculty members across campus. If an instructor can not do the training, they will not be allowed to teach online.

1.5 Relationship to the Quality Enhancement Plan (QEP)

1.5.1 Narrative of the relationship to the QEP

Canvas offers the opportunity to engage student in many different areas. Students will love the way we can link and embed videos into our lessons. This feature will be helpful in keeping students motivated. All videos will be required to have "closed captioning" to assist our students from other countries just learning the English language or students with learning disabilities.

1.6 Relationship to Unit Mission

1.7 Strategic Plan Relationship - LINK to selection (Use the LINK button to the Right, Select Gen Ed Outcome to See a list of the SP Action Area Outcomes)

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 area related to our goal to keep students engaged in campus life, both academically and as a member of the college community. Hopefully our online courses will get more keeping on campus exercising and living a healthy lifestyle.

1.8 Operational Budget Implications

No additional funds will be required

1.9 Personnel Budget Implications

None financially, but teachers will be required to spend hours in training and building online courses.

1.10 Equipment Budget Implications

None

1.11 Personal Notes

1.12 Personal Notes

1.13 Personal Notes

1.14 Results/Findings (Data Summary - Analysis & Evaluation) Results

Our department had a fantastic year. Student surveys were very positive, we added to our online selection, and we worked well together as a team.

We lost one of our teacher, Jay Pond, to another school to coach football.

Our enrollment numbers were about the same when compared to previous semesters. Our major is still one of the most popular on campus.

1.15 Changes as a Result of Evaluation

We will no longer budget for courses taught off campus at the Cain Center. This hurts our swimming courses but the facility closed.

Program Name: 8.2.c Language Arts Division Chairperson
 Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

1 Goal Administrative Goal for Language Arts

Looking forward to better instruction and accountability, the Language Arts Division will require that all classes should include a Canvas shell. TDCJ will be exempt.

1.1 Outcome Description Description

The result is to ensure that all students and supervision will have access to course materials and assignments throughout the semester.

1.2 Implementation Strategy Strategy

Division faculty will be informed through meetings and email of this new strategy.

1.3 Assessment Method Method

The division will collaborate with Distance Education in order to make sure that no individual will lack training or assistance during the request and implementation of this process. The division chair and dual credit liaison will monitor this activity. TDCJ classes will be exempted because of TDCJ rules regarding internet use.

1.4 Criterion (Expected Outcome) Expected Outcome

By June 1, a Canvas shell will be added to each course within our division.

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 Relationship

The review of materials and student performance using Canvas shall provide feedback to the faculty and supervision regarding future student success.

1.6 Relationship to Unit Mission Unit Mission

Trinity Valley Community College is a learning-centered college that provides quality academic, workforce, and community service programs to meet the educational needs of our students and the citizens of our service area.

1.7 Strategic Plan Relationship - LINK to selection (Use the LINK button to the Right, Select Gen Ed Outcome to See a list of the SP Action Area Outcomes)

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 Relationship

This relates to TVCC's Strategic Plan in this area:

Enhance the Student, including Student Engagement, Student Success, Academic Success, Workforce Success, and Learning Resources

1.8 Operational Budget Implications Budget Implications

This goal will not impact the budget.

1.9 Personnel Budget Implications Personnel Budget Needs

This goal will not impact the Personnel Budget.

1.10 Equipment Budget Implications Equipment Budget

This does not require anything from the budget.

1.11 Personal Notes Notes

Canvas will provide a central resource for students whether they are in a studio, hybrid, or distance class.

1.12 Results/Findings (Data Summary - Analysis & Evaluation) Findings

Copy [File +](#)

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.

2 Goal Goal

For reporting purposes, each Canvas shell will house a minimum of the outcome of the Leap of each course and the rubric for assessing it.

2.1 Outcome Description Outcome

A rubric and leap will be incorporated into Canvas for each section of the Language Arts Division. TDCJ will be exempt.

2.2 Implementation Strategy Strategy

Faculty will be notified to request a Canvas course shell for every class.

2.3 Assessment Method Measure

Distance Education will include the supervisor and division chair in each shell to monitor the activity.

2.4 Criterion (Expected Outcome) Results

100 percent of all non-TDCJ classes will have a Canvas shell with outcome and rubric by June 1 of this cycle.

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 Narrative

Students will be more successful due to the consistency of program monitoring of course rigor and adherence to the outcome.

2.6 Relationship to Unit Mission Mission

Trinity Valley Community College is a learning-centered college that provides quality academic, workforce, and community service programs to meet the educational needs of our students and the citizens of our service area.

2.7 Strategic Plan Relationship - LINK to selection (Use the LINK button to the Right, Select Gen Ed Outcome to See a list of the SP Action Area Outcomes)

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 Relationship

Student success should improve with this new procedure.

2.8 Operational Budget Implications Budget Implications

None.

2.9 Personnel Budget Implications Personnel

No additional personnel will be needed.

2.10 Equipment Budget Implications Equipment Implications

None.

2.11 Personal Notes Notes

Observing and reporting of outcomes should improve.

2.12 Results/Findings (Data Summary - Analysis & Evaluation) Findings

For reporting purposes, each Canvas shell will house a minimum of the outcome of the Leap of each course and the rubric for assessing it, but they will be uploaded this Fall 18.

2.13 Changes as a Result of Evaluation Changes

All results for this year will be scrutinized by our division in the fall, and activities may be changed accordingly. Rubrics will be incorporated.

Program Name: 8.2.c Mathematics Division Chairperson
 Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

1 Goal Faculty Professional Development

90% of all full-time faculty will participate in professional development.

1.1 Outcome Description

90% of all full-time faculty will participate in at least 1 professional development training, workshop, or activity. The professional development may include Canvas training. However, it does not include Learning Day.

1.2 Implementation Strategy

Faculty will participate in at least 1 professional development training, workshop, or activity. Faculty will be expected to determine their training and request approval.

1.3 Assessment Method

Faculty will report to Division Chair the number of professional development trainings, workshops, or activities in which they participated. Division chair will track training reported.

1.4 Criterion (Expected Outcome)

90% of all full-time faculty will participate in at least 1 professional development training, workshop, or activity during the 2017-2018 school year.

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 Quality Enhancement Plan

1.6 Relationship to Unit Mission

In order to be a "learner-centered" college, TVCC needs faculty to actively engage in collaboration with colleagues of our institution as well as other institutions of higher learning and be aware of current initiatives.

1.7 Strategic Plan Relationship - LINK to selection (Use the LINK button to the Right, Select Gen Ed Outcome to See a list of the SP Action Area Outcomes)

2.5 Human Resources

General Outcomes Links

| | |
|---|--------------------------------|
| Strategic Plan (Use for Administrative Outcomes) | 2 Enhance the College |
|---|--------------------------------|

2.5.1

Enhance a culture of performance improvement by engaging faculty and staff in professional and leadership development opportunities

1.7.1 Strategic Plan Relationship Narrative

Enhance a culture of performance improvement by engaging faculty and staff in professional and

leadership development opportunities.

1.8 Operational Budget Implications

Registration costs and travel are already included in the budget.

1.9 Personnel Budget Implications

No additional personnel needed.

1.10 Equipment Budget Implications

No additional equipment needed.

1.11 Personal Notes

No personal notes

1.12 Results/Findings (Data Summary - Analysis & Evaluation)

The Mathematics Division met the goal in which 90% of all full-time faculty participated in at least 1 professional development training, workshop, or activity during the 2017-2018 school year. The professional development included Canvas training. For a total of 11 full-time instructors, eight instructors were fully trained and taught online courses using Canvas. Although three instructors did not teach online, they did start the Canvas training process. In addition, several instructors attended professional development opportunities to learn more about the co-requisite model while in the planning phase.

1.13 Changes as a Result of Evaluation

Based on the results, we will follow-up with the three instructors who started their Canvas training to ensure that this process is completed. All instructors will continue to learn more about the co-requisite model as it is implemented and collaborate about changes to improve the model in an effort to enable students to be successful.

Program Name: 8.2.c Provost TVCC Health Science Center
 Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

1 Goal

Improve the readiness of nursing students for their licensing exams.

1.1 Outcome Description

The health occupations graduates will have sufficient knowledge and skills for employment and passing their respective licensure exams, as evidenced by scoring at or above the national means.

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 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 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 (Use the LINK button to the Right, Select Gen Ed Outcome to See a list of the SP Action Area Outcomes)

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)

ADN Class of 2018 scored mean of 894 on the HESI Exit compared to national average of 853. Met and exceeded!

VN Kaufman Class of 2018 scored mean of 74.5 compared to the national average of 69.1 Met and exceeded!

VN Palestine Class of 2018 scored mean of 71.4 compared to the national average of 69.3. Met and exceeded!

1.13 Changes as a Result of Evaluation

ADN Faculty will continue current strategies supporting students' preparation for HESI.

VN Kaufman will continue current strategies supporting students' preparation for ATI.

VN Palestine will continue current strategies supporting students' preparation for ATI and include strategies being implemented for LEAPs related to the ATI comprehensive exam.

2 Goal

Improve the success of TVCC nursing students on various areas of the licensing exams.

2.1 Outcome Description

The nursing graduates as a whole will score at an acceptable level (at or above 30th percentile) 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 (Use the LINK button to the Right, Select Gen Ed Outcome to See a list of the SP Action Area Outcomes)

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)

ADN Class of 2017 scored above 30th percentile in all test plan areas. Met.

VN Kaufman Class of 2017 scored above 30th percentile in all test plan areas. Met.

VN Palestine Class of 2017 scored above 30th percentile in all test plan areas. Met.

2.13 Changes as a Result of Evaluation

All nursing faculty will continue current strategies to prepare students for HESI, ATI and NCLEX.

3 Goal

Increase the success of health occupations students following graduation (employment or continuing education).

3.1 Outcome Description

Increase the 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 (Use the LINK button to the Right, Select Gen Ed Outcome to See a list of the SP Action Area Outcomes)

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)

2014 - 2015 Statistics from THECB Perkins Data Resources for 2017 - 2018

EMT - 100% (3-year average 93.1%)

SGT - 100% (3-year average 96.43%)

ADN - 98.2% (3 -year average 90.17%)

VN & Nursing Assts. - 94.52% (3-year average 94.71%)

All met.

3.13 Changes as a Result of Evaluation

All health occupations faculty will continue current strategies with regards to preparation for the workplace, job fairs, etc.

4 Goal

Improve the success of health occupations students on their licensing or certification exams.

4.1 Outcome Description

Increase or maintain 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 at or above the expected benchmarks for the respective programs.

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 (Use the LINK button to the Right, Select Gen Ed Outcome to See a list of the SP Action Area Outcomes)

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 Class of 2017 had 84% NCLEX-RN pass rate. Not met.
VN Kaufman Class of 2017 had 100% NCLEX-PN pass rate. Met
VN Palestine Class of 2017 had 100% NCLEX-PN pass rate. Met
SGT Class of 2018 had 100% pass rate on CST Exam. Met
PCT Class of Fall 2017 had 86% pass rate on CNA exam - Not Met
PCT Class of Spring 2018 had 100% pass rate on CNA exam. Met.
TVCC EMT Basic had 57% (21/37) pass rate on EMT Basic Exam. Not met.
TVCC EMT Paramedic has 50% (4/8) pass rate on EMT Paramedic Exam. Not met.

4.13 Changes as a Result of Evaluation

ADN faculty will continue with requiring increased accountability for HESI remediation for students, requiring them to get to proficient level on all Client Needs areas for HESI EAQ. Faculty will continue testing 5 question over previous knowledge on each exam to help get information to long-term memory. Faculty have adopted HESI package to include more resources.

VN Faculty will continue current strategies.

SGT Faculty will continue current strategies.

PCT faculty will continue to have state exam practice days and will have students keep practicing until they are all comfortable with all skills.

EMT faculty will encourage students to consider using one of the on-line test prep services before they attempt the National Registry exam for further practice in taking higher order, critical thinking examinations. Students are being reminded more frequently to complete their clinical rotations as the further time from class completion to testing generally results in diminished chances of passing the exam. Will give students resources for getting cheaper immunizations. Kaufman EMT faculty will utilize adaptive testing with Platinum planner which will help condition the students for "real world" testing instead of standard classroom pencil/paper assessments.

Paramedic faculty have changed the curriculum, eliminating the summer semester so students will not have to wait so long to test after they have received the information. Classes have been combined to one class in Athens and Scott Walker will have more involvement and closer supervision resulting in greater consistency. Instructors will use Platinum testing to a greater extent, giving student more practice with national registry type questions, including the group testing at the end of each class. Students will be assigned remediation through Platinum for their weak areas. Instructors will test on previous content each semester as the areas from earlier in the program tend to be the weakest.

5 Goal

Improve the retention of health occupations students.

5.1 Outcome Description

Improve the retention of health occupations graduates prepared 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. Implement the new admissions criteria in May 2018 and evaluate the effect on retention.

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 (Use the LINK button to the Right, Select Gen Ed Outcome to See a list of the SP Action Area Outcomes)

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)

ADN Class of 2018 - 44.2% of generic students graduated within 2 years; 58% LVN transition students graduated within 1 year; 50% of paramedic transition students graduated within 1 year. Not met. For ACEN Accreditation - 63% graduated within 150% for the time period
 VN Kaufman Class of 2017 - (16/24) 67% graduated within 1 year. Not met.
 VN Palestine Class of 2017 - (16/21) 76% graduated within 1 year. Met.
 SGT Class of 2018 - (10/10) 100% of students graduated within 1 year. Met.
 PCT Class of Fall 2017 - (7/8) 88% students graduated within 1 semester. Not met.
 PCT Class of Spring 2018 - (8/8) 100% students graduated within 1 semester. Met.
 EMT Basic had 39% (7/18) completion in Palestine, 25% (5/20) in Athens and 76% (31/41) in Kaufman (assuming all students with incomplete finish and pass). Overall - 54% (43/79) Not met.
 EMT Paramedic had 36% (4/11) completion rate in Kaufman and 60% (3/5). Overall 44% (7/16) Not met.

5.13 Changes as a Result of Evaluation

ADN faculty have revised the selection criteria with emphasis on science grades and HESI Admission Assessment reading and grammar scores. Faculty are requiring greater accountability for HESI remediation. Level I faculty will be holding more structured class labs with study skills, writing skills, test-taking skills, etc. Will be looking to creating a student resource center at the new Terrell campus, and hope to use more student tutors. Will work on getting generic students to mentor transition students.

VN Kaufman faculty have revised the selection process in conjunction with the ADN faculty to provide a better qualified pool. Faculty will help them create a study plan. Will work on making students more accountable.

VN Palestine faculty will continue current strategies.

SGT faculty will continue current strategies.

PCT will continue current strategies. Will work on getting a bigger pool of applicants. Will work on adding selection process when the college transitions to the ERP and include them with all the other applications.

EMT Basic faculty have added the Learning Framework course with the fall 2018 semester to see if it helps students with their academic preparation for college classes. Former students are asked to help recruit quality students for the program. Faculty will investigate possibility of increasing hours in EMSP 1501 course (review WECM) due to the increase of the amount and difficulty of course material.

Provost will ask faculty to meet one-on-one with students who are struggling to help with with study skills and test-taking strategies. Faculty will continue practice exam questions. before each exam.

EMT Paramedic faculty will use more adaptive testing and remediation through Platinum testing to get students better test taking skills. Will work on requiring students to have passed their EMT Basic exam before starting the paramedic courses as this is where they lose students in the summer.

6 Goal

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 (Use the LINK button to the Right, Select Gen Ed Outcome to See a list of the SP Action Area Outcomes)

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 (Use the LINK button to the Right, Select Gen Ed Outcome to See a list of the SP Action Area Outcomes)

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)

Since it is difficult to get responses on the HSC survey we will instead use the TVCC campus wide Fall satisfaction survey results for the Kaufman HSC.

Guidance & Counseling - 7 items - average score of 4.26 Met.

Business office/cashier - 6 items - average of 4.16 Met.

Testing Center - 5 items - average of 3.92. Not Met.

With custodial services and groundskeeping not under HSC control, will no longer survey these areas.

6.14 Changes as a Result of Evaluation

Will continue current strategies for guidance and counseling. Will be adding a guidance associate position when we move to Terrell so this will help ease the counselor's load and will add financial aid assistance that is lacking now.

Will continue current strategies for business office/cashier. Will have to work on processes for business office when we move to Terrell and have staff very spread apart.

Will need to work on testing center strategies for next year - will be better when we move to Terrell where there will be a dedicated space for testing with rooms for accommodations. Will be hiring a person strictly for testing when we move to Terrell - the librarian is over testing right now.

7 Goal

Improve the retention rate of Associate Degree Nursing students.

7.1 Outcome Description

Increase the number of graduate nurses prepared to take the licensing test by increasing retention rate at each level.

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 (Use the LINK button to the Right, Select Gen Ed Outcome to See a list of the SP Action Area Outcomes)

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 I - fall 2017 - 57% Not met

Level II - spring 2018 - 88% Met.

Level III - fall 2017 - 87% Not met

Level IV - spring 2018 - 95.8% Met.

Transition - summer 2018 - 75.5% Not met.

7.13 Changes as a Result of Evaluation

Have implemented new selections criteria to get more qualified applicants accepted with more emphasis on science grades and HESI reading and grammar scores (those correlated most with success in the program and on NCLEX). Level I faculty will have more structured Class Lab hours in Level I with emphasis on study skills, test taking skills, writing skills, etc. providing more interaction with and support for students. Will make students more accountable for HESI remediation so students will be more ready for the next semester. Will be having consultant work with faculty on test item writing with goal of improving retention with better exam questions, especially in Level I and transition.

8 Goal

Expand the HSC physical facilities 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 faculty, architect and construction manager to develop plans for renovation of the Terrell hospital.

8.3 Assessment Method

Review the Board of Trustees meeting minutes for final approval. 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 (Use the LINK button to the Right, Select Gen Ed Outcome to See a list of the SP Action Area Outcomes)

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 - 1.5 years.

8.10 Equipment Budget Implications

Equipment will not be needed until the building is completed - estimated time - 1.5 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)

Although I have found that this is not an appropriate Administrative outcome due to its reliance on outside entity, I am happy to report that the Board of Trustees did approve the guaranteed maximum price for the renovation of the Terrell Hospital and demolition began in March 2018 with renovation following soon thereafter. Met.

8.13 Changes as a Result of Evaluation

Will continue to work with the architects and other departments to finalize the plans for the Terrell Hospital renovation, will work with the grant writer on grants for equipment for the new building, and physical resources department for the move in spring 2019. Will change to another AO for next year.

Program Name: 8.2.c Provost TVCC Palestine Campus
 Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

1 Goal Increase Community Service Training Opportunities

Offer 10% 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 up to 2 WECM courses to our current offerings.

1.2 Implementation Strategy Expand our partnership with TDCJ

Work with TDCJ to complete an MOU for the training. Coordinate with David Graem to add the necessary classrooms and other facilities. Begin the training classes.

1.3 Assessment Method Track results

Track the number of TDCJ pre-service training classes offered and the number of students served.

1.4 Criterion (Expected Outcome) Outcomes

Two new non-credit WECM courses will be periodically offered to meet the TDCJ pre-service needs and at least 10% more students will be served than in the 2016-2017 academic year.

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 Not Applicable

1.7 Strategic Plan Relationship - LINK to selection (Use the LINK button to the Right, Select Gen Ed Outcome to See a list of the SP Action Area Outcomes)

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 is estimated to be \$150,000 for new equipment.

1.11 Personal Notes TDCJ Pre-Service Training

The proposal was submitted to TDCJ, but the upper administration decided they did not want to move the Pre-Service program away from the Beto Unit. Therefore the project was handed off to Dr. Sam Hurley.

1.12 Results/Findings (Data Summary - Analysis & Evaluation) TDCJ Pre-Service Training

This objective was not achieved in the form proposed. The goal was to host the pre-service program at the PWEC. The TDCJ upper administration decided to leave the program at the Beto Unit. Dr. Hurley took over the project since he works with the folks at the units. It appears TVCC will still be able to participate and transcript the training credits, but it will not be hosted at the PWEC.

1.13 Changes as a Result of Evaluation Pre-Service Training

This goal should shift to Dr. Hurley's division.

Program Name: 8.2.c Provost TVCC Terrell Campus
 Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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 \(Use the LINK button to the Right, Select Gen Ed Outcome to See a list of the SP Action Area Outcomes\)](#)

1.3 Academic Success

General Outcomes Links

| | |
|---|-----------------------|
| Strategic Plan (Use for Administrative Outcomes) | 1 Enhance the Student |
|---|-----------------------|

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 2017 semester, twenty (20) developmental math students participated in the tutoring program. It was determined that 80% of the students either passed the course successfully with a grade of A, B, or C or received an IP (In Progress) grade status, or withdrew from the course for unknown reasons. It was determined that 20% of the students failed the course. However, overall the data provides evidence that approximately 80% of the students enrolled, either advanced to the next level or withdrew from the course with no impact on their overall grade point average, therefore, achieving the target percentage of a minimum of 70% students who are engaged in the tutoring program will be successful.

1.13 Changes as a Result of Evaluation

In view of the results during the fall 2017 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.
5. Attempt to identify more math tutors in an effort to better meet the time needs of developmental math students.

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 (Use the LINK button to the Right, Select Gen Ed Outcome to See a list of the SP Action Area Outcomes)

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: 8.2.c Science Division Chairperson
 Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

1 Goal

Increase the student success rates for students in an online science courses by 5%.

1.1 Outcome Description

The departmental goal for science is to increase the student success rates in the online science courses by 5% in the 2017-2018 school year. Student success is defined by completing the online course with an overall grade of a C or better.

1.2 Implementation Strategy

I will be contacting departmental faculty to discuss the strategies needed to increase the student success in all online science courses. We need to ensure that we are doing all we can to encourage success and taking care of changing student needs.

1.3 Assessment Method

A report will be completed at the end of the fall, spring, and summer sessions to determine the student success rates for all online science courses.

1.4 Criterion (Expected Outcome)

This will be the baseline year for this goal. The student success in the science online courses will improve by 5% above the 2016-2017 school year. The student success will be defined as a C or better in online science courses.

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

Although this administrative is not addressing our students completing the Learning Framework course, by improving the student success in the online science courses we will be improving their collegiate survival skills.

1.6 Relationship to Unit Mission

The Unit Mission requires the department to prepare and empower students for success. We will be increasing the student success in the online science courses by 5% with this Administrative Outcome.

1.7 Strategic Plan Relationship - LINK to selection (Use the LINK button to the Right, Select Gen Ed Outcome to See a list of the SP Action Area Outcomes)

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

This administrative outcome addresses section 1.2 student success. We will strive to improve student success by 5%.

1.8 Operational Budget Implications

This goal will not alter the departmental operational budget.

1.9 Personnel Budget Implications

This goal will not alter the personal budget.

1.10 Equipment Budget Implications

This goal will not alter the departmental equipment budget.

1.11 Personal Notes

We will use the 2017-2018 school year as a baseline to determine the exact percentage of students successful in our online science courses. In the following years we will be better able to set a realistic goal for improvement.

1.12 Results/Findings (Data Summary - Analysis & Evaluation)

The baseline for student success in the online science course was 68% in the 2017-2018 academic year. This was compiled using the grade distributions for the fall 2017 and spring 2018 semesters. There were 1218 students enrolled in science courses during the 2017-2018 academic year and 834 of these students achieved a C or better.

1.13 Changes as a Result of Evaluation

Since there was not a great difference in the percentages for student success in the face-to-face and online science courses, we will be combining both of these goals for the 2018-2019 academic year. We will continue to aim for an increase of 5% in student success for science courses.

2 Goal

Increase the student success rates for students in face-to-face science courses by 5%.

2.1 Outcome Description

The departmental goal for science is to increase the student success rates in face-to-face science courses by 5% in the 2017-2018 school year. Student success is defined by completing the face-to-face course with an overall grade of a C or better.

2.2 Implementation Strategy

I will be contacting departmental faculty to discuss the strategies needed to increase the student success in all face-to-face science courses. We need to ensure that we are doing all we can to encourage success and taking care of changing student needs.

2.3 Assessment Method

A report will be completed at the end of the fall, spring, and summer sessions to determine the student success rates for all face-to-face science courses.

2.4 Criterion (Expected Outcome)

This will be the baseline year for this goal. The student success in the face-to-face science courses will improve by 5% above the 2016-2017 school year. The student success will be defined as a C or better in face-to-face science 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

Although this administrative is not addressing our students completing the Learning Framework course, by improving the student success in the face-to-face science courses we will be improving their collegiate survival skills.

2.6 Relationship to Unit Mission

The Unit Mission requires the department to prepare and empower students for success. We will be increasing the student success in the the face-to-face science courses by 5% with this Administrative Outcome.

2.7 Strategic Plan Relationship - LINK to selection (Use the LINK button to the Right, Select Gen Ed Outcome to See a list of the SP Action Area Outcomes)

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

This administrative outcome addresses section 1.2 student success. We will strive to improve student success by 5%.

2.8 Operational Budget Implications

This goal will not alter the departmental operational budget.

2.9 Personnel Budget Implications

This goal will not alter the personal budget.

2.10 Equipment Budget Implications

This goal will not alter the departmental equipment budget.

2.11 Personal Notes

We will use the 2017-2018 school year as a baseline to determine the exact percentage of students successful in our face-to-face science courses. In the following years we will be better able to set a realistic goal for improvement.

2.12 Results/Findings (Data Summary - Analysis & Evaluation)

The baseline for student success in the face-to-face science course was 71% in the 2017-2018 academic year. This was compiled using the grade distributions for the fall 2017 and spring 2018 semesters.

There were 2278 students enrolled in science courses during the 2017-2018 academic year and 1621 of these students achieved a C or better.

2.13 Changes as a Result of Evaluation

Since there was not a great difference in the percentages for student success in the face-to-face and online science courses, we will be combining both of these goals for the 2018-2019 academic year. We will continue to aim for an increase of 5% in student success for science courses.

Program Name: 8.2.c Social Sciences Division Chairperson
 Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

1 Goal

Social Science Division Chair will evaluate and monitor that the newest form for each class syllabus will be used and posted timely.

1.1 Outcome Description

Results of timely submitted syllabus will allow students to make informed decisions on classes in social sciences.

1.2 Implementation Strategy

Email reminders to instructors within the division with the correct form attached.

1.3 Assessment Method

Social Science Division Chair will check that each class has a syllabus posted and using the newest form after the due date.

1.4 Criterion (Expected Outcome)

Every faculty member in the social science division will have their syllabus posted timely and using the correct form each semester. 100%

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

By having each syllabus in the social science division posted timely, students at orientation will be able to view those and make informed decisions about which classes to take, thus developing a strong connection to TVCC.

1.6 Relationship to Unit Mission

TVCC's mission statement involves insuring all students are successfully academically. By providing the proper master syllabus form on-line, students will be able to make informed decisions about their academic classes in the social science division.

1.7 Strategic Plan Relationship - LINK to selection (Use the LINK button to the Right, Select Gen Ed Outcome to See a list of the SP Action Area Outcomes)

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

Each properly posted syllabus, allows each student to determine what is expected of them from each academic class they might take in social sciences.

1.8 Operational Budget Implications

There are no budget implications with this goal.

1.9 Personnel Budget Implications

There are no personnel budget implications.

1.10 Equipment Budget Implications

There are no equipment budget implications.

1.11 Personal Notes

This will be time consuming on the part of the division chair but too many instructors do not post their syllabus on time and if posted, they do not update the form they are using.

1.12 Results/Findings (Data Summary - Analysis & Evaluation)

Division chair discussed the importance of using the correct form for the syllabus to be posted at the division meeting.

1.13 Changes as a Result of Evaluation

Will send out reminders about the correct form for posted syllabus.

2 Goal

The social science division will strive to improve the drop/failure rate for on-line classes.

2.1 Outcome Description

Improving the drop and failure rates for on-line students will increase student success in on-line classes.

2.2 Implementation Strategy

Instructors, early in the semester, will check the progress of each student in class. Those students who are behind or not doing well will be referred to the Success Student for tutoring, or the instructor will offer individual assistance.

2.3 Assessment Method

The Division Chair will check at the end of the semester the number of students who began the class, the number who dropped and the number who failed.

2.4 Criterion (Expected Outcome)

This will be the threshold year.

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

Not related.

2.6 Relationship to Unit Mission

TVCC's mission statement involves insuring all students are successful academically. By providing students that are not passing a class or subject to possible dropping of the class, the tools to be successful, such as tutoring or extra time with the instructor.

2.7 Strategic Plan Relationship - LINK to selection (Use the LINK button to the Right, Select Gen Ed Outcome to See a list of the SP Action Area Outcomes)

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

Providing failing students or students who susceptible to dropping with tools for academic success in social science classes.

2.8 Operational Budget Implications

There are no budget implications with this goal.

2.9 Personnel Budget Implications

There are no personnel budget implications with this goal.

2.10 Equipment Budget Implications

There are no equipment budget implications with this goal.

2.11 Personal Notes

The division chair will remind instructors at the beginning of each semester to be aware of students that are failing or susceptible and to refer those students to the Success Center for tutoring or offer students individual time with the instructor.

2.12 Results/Findings (Data Summary - Analysis & Evaluation)

Discussed the importance of responding to your on-line students in a timely manner and to look to determine if they were doing work and inquire about any issues they might have with the on-line course.

2.13 Changes as a Result of Evaluation

Not make any changes just yet, see how this works for the next semester.

Program Name: 8.2.c Student Retention Coordinator
 Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

1 Goal

Retention department will contribute to the overall graduation rate of students graduating, including associate degrees and certificates so that FY graduates is 20% of Fall enrollment by 2020.

1.1 Outcome Description

Follow the timeline for the Quality Enhancement Plan to implement mandatory Cardinal Pride Orientation attendance until all new to TVCC students attend either through the face to face or Virtual Orientation delivery.

1.2 Implementation Strategy

We will compare the graduation rates of the students who attend Cardinal Pride Orientation.

1.3 Assessment Method

Each year of the QEP timeline we will continue to compare the students attendance in Orientation to the graduation rates.

1.4 Criterion (Expected Outcome)

All students will attend either the virtual or face to face orientation at their respective campus to align with the QEP timeline.

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

N/A

1.6 Relationship to Unit Mission

Cardinal Pride Orientation will contribute to the overall graduation rate of students graduation, including associate degrees and certificates so that fiscal year graduates is 20% of Fall enrollment by 2020.

1.7 Strategic Plan Relationship - LINK to selection (Use the LINK button to the Right, Select Gen Ed Outcome to See a list of the SP Action Area Outcomes)

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

Students that attend Cardinal Pride orientation will show an increase in student success, which relates to 1.2 Student Success.

1.8 Operational Budget Implications

Continue to provide Orientation budget to support the activities that relate to planning and execution of the events.

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)

Continue as stated.

1.13 Changes as a Result of Evaluation

Continue to the next year.

Program Name: 8.2.c VP of Instruction
 Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

1 Goal Performance Measure Analysis

In collaboration with other administrators, the VPI will prepare an annual performance measure analysis/report that is distributed to the President and Board of Trustees every June. The Performance Measures will convey student enrollment, student success, and TVCC fiscal status. But, the goal will be that TVCC earn a greater number of success points (reported by THECB) than the previous year.

1.1 Outcome Description Performance Measures Success Points

TVCC will earn a greater number of success points (reported by THECB) than the previous year. This year's success points are:

Trinity Valley Community College Success Points

| | 1 point mathpoint | .5 point readpoint | .5 point writepoint | 1 point mathsuccess | .5 point readsuccess | .5 point writesuccess | 1 point 15 hours | 1 poi 30 h |
|------|----------------------------------|-----------------------|------------------------|------------------------|-------------------------|--------------------------|------------------------|---------------|
| | Complete Developmental Education | | | First College Credit | | | Credit Compl | |
| | Math | Reading | Writing | Math | Reading | Writing | 15 credits | 30 |
| FY12 | 306.00 | 145.00 | 131.50 | 1,459.00 | 1,001.00 | 820.50 | 2,557.00 | 1, |
| FY13 | 238.00 | 116.00 | 116.50 | 1,320.00 | 926.50 | 709.00 | 2,490.00 | 1, |
| FY14 | 194.00 | 121.50 | 100.50 | 1,314.00 | 951.50 | 753.00 | 2,503.00 | 1, |
| FY15 | 899.00 | 104.50 | 116.00 | 1,226.00 | 1,014.50 | 775.00 | 2,387.00 | 1, |
| FY16 | 834.00 | 113.50 | 125.00 | 1,244.00 | 1,040.50 | 779.00 | 2,400.00 | 1, |

1.2 Implementation Strategy Awareness and Reporting

Semester reporting and review of the THECB success points measures with tracking of each respective metric. This greater attention will focus on the impact of existing initiatives (i.e. mathways, DEVL co-requisites, learning framework, etc.) and is expected to enhance awareness and focus on maximizing the results.

1.3 Assessment Method THECB success point report

Use THECB success point institutional report to compare success point totals with previous year earnings.

1.4 Criterion (Expected Outcome)

With greater success points, more students complete developmental, complete credit coursework and complete with TVCC and transfer to university. Additionally, earning greater success points will translate to greater funding for TVCC.

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 current initiatives designed to increase success point earnings will indirectly impact collegiate survival skills for all students enrolled. Learning framework course, as a specific intervention targeted to improve student success, will translate to improvement in each of the metrics affecting success point calculations.

1.6 Relationship to Unit Mission

N/A - no departmental mission

1.7 Strategic Plan Relationship - LINK to selection (Use the LINK button to the Right, Select Gen Ed Outcome to See a list of the SP Action Area Outcomes)

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

The current initiatives designed to increase success point earnings will indirectly impact collegiate survival skills for all students enrolled. Learning framework course, as a specific intervention targeted to improve student success, will translate to improvement in each of the metrics affecting success point calculations.

1.8 Operational Budget Implications

No operational budget implication; Success points report will submitted by THECB

1.9 Personnel Budget Implications

N/A

1.10 Equipment Budget Implications

N/A

1.11 Personal Notes

THECB success points primer can be found at

<http://www.thecb.state.tx.us/reports/PDF/9273.PDF?CFID=62184623&CFTOKEN=92613127>

1.12 Results/Findings (Data Summary - Analysis & Evaluation)

Texas community college success point funding model

The community college “**success point**” model was introduced and approved in the 2013 83rd Texas Legislative session as a way to allocate a percentage of the state funding to community colleges on the basis of their measurable attainments tied to milestone achievements. Each Texas community college is awarded success points for students enrolled at their college who progress along a continuum that begins with successfully becoming “college ready” and culminates with graduation and transfer to university.

Success points earned by community colleges are independent of the performance of other community colleges. Rather, the success point model is intended to encourage institutions to increase efforts that promote student progression and achievement. Specifically, student success points are awarded

according to individual student performance in the following:

- Developmental Education Completion in Math, Reading, and Writing
- College credit attainment of 15 semester credit hours
- College credit attainment of 30 semester credit hours
- Transfer to a general academic institution after completing 15 semester credit hours
- Successful completion of gateway courses in math, reading, and writing
- Credentials awarded (i.e. unduplicated degrees or certificates)

Recent history of TVCC's success point funding

Along with 21 other Texas community colleges, Trinity Valley Community College is included in the Texas Higher Education Coordinating Board's **Medium Peer Group**, determined by headcount of student enrollment.

1. During both the 2016-2017 and 2017-2018 years, TVCC earned the **second highest** number of student success points in the Texas community college medium peer group.
 - Student success points earned during 2016-2017 were funded at an annual rate of **\$86.29** per point earned. Student success points earned 2017-2018 were funded at an annual rate of **\$85.80** per point earned.
 - In 2016-2017, TVCC was awarded **\$1,078,367.37** annually due to the number of success points that were generated. During 2017-2018, TVCC was awarded **\$1,118,272.90** annually due to the number of success points that were generated.

During 2016-2017, TVCC earned the **third highest** number of student success points PER student in the medium peer group. During 2017-2018, when compared with other colleges in the medium peer group, TVCC earned the **second highest** number of student success points per student.

1. Trinity Valley Community College is a part of the Upper East Texas Regional group of Texas Institutions of Higher Education. This grouping allows TVCC to be compared with other institutions on the basis of enrollment AND access to higher education.
2. When compared with similar size (medium) member institutions of our geographic Upper East Texas region who are serving students with similar levels of access to higher education, TVCC has lead the number of student success points generated for the 2016-2017 and 2017-2018 years.

Future of Texas community college success point funding

As reported in the Texas Higher Education Board's April 2018 edition of *Formula Funding Recommendations for the 2020-2021 Biennium*, formula funding recommendations are intended to provide guidance to the governor and the legislature as they appropriate funds to help the state achieve the goals of the Texas Higher Education strategic plan, *60x30TX*. This student centered plan focuses on student success and the important role that higher education plans in preparing students for the workforce. Consequently, the first priority identified by the formula advisory committee and described in the April 2018 report is to increase contact hour and student success point funding for growth and for inflation. Additionally, the Community and Technical College Formula Advisory Committee recommended that the core funding level of \$68 M be retained.

In order to meet the goals outlined in *60x30TX*, greater emphasis will be placed on the effective use of state, institutional, and student resources that are intended to graduate more students in a more efficient manner. Specifically, the recommendations include an increase to student success funding for community colleges to \$215 allocated each biennium (\$107.50 annually) per student success point earned. This represents an increase of just over \$20.00 per success point generated by community colleges. For TVCC, if equivalent number of success points are generated, this can lead to an annual increase of approximately \$280,000 in student success point funding.

Source: <http://www.thecb.state.tx.us/reports/PDF/10959.PDF?CFID=80959854&CFTOKEN=95297213>

1.13 Changes as a Result of Evaluation

TVCC will continue to closely monitor our production of success points each year as well as our comparison with Texas medium size colleges.

2 Goal Instructional Program Reviews

The VPI, in coordination with AVPs and division chairs, will complete a comprehensive program review on all instructional programs. Each program review will focus on advisory committee directives, when applicable. Student enrollment, student success, program completers, and **cost analysis** will be included within each instructional program review.

This year's goal is to add a revenue/expenditure analysis of each instructional program within every annual program reviews. At least 25% of the program reviews presented at the annual C&I committee will contain a revenue/expenditure analysis.

2.1 Outcome Description

Instructional administrators will carefully review the progress of each instructional program and make informed decision about each program. This year's program reviews will begin to incorporate a comprehensive revenue/expenditure analysis. With an intense program review, decisions to expand, close, or leave programs alone can be supported with relevant data.

2.2 Implementation Strategy

With the assistance of IR, each division chair and/or instructional program coordinator will input the requested data of their program in to the Xitracs program review portal.

Training facilitated by IR on entering data into Xitracs will assist the responsible individuals in completing and submitting their instructional program reviews.

The business analyst will work with institutional administrators with their respective programs to determine and prepare a revenue/expenditure analysis of each instructional program within annual program reviews.

2.3 Assessment Method

This year will serve as a baseline. Although program reviews for each instructional program were put together in time for the SACSCOC off-site report, little time was spent analyzing the data and making informed decisions on how to expand (or close) programs. **No current program reviews have included a revenue/expenditure analysis of each instructional program within annual program reviews.**

2.4 Criterion (Expected Outcome)

Programs that have struggling enrollment and limited success in completers may be revised and altered. Increased attention to the performance of each instructional program should translate to deleting/removing of some programs and expanding of others. Adding new programs will also be considered using this strategic approach.

TVCC's operating budget should also be maximized through increased contact hour funding and student success point funding with more intentional delivery of instructional programs that are suited to our student population.

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

N/A

2.6 Relationship to Unit Mission

N/A - no unit mission

2.7 Strategic Plan Relationship - LINK to selection (Use the LINK button to the Right, Select Gen Ed Outcome to See a list of the SP Action Area Outcomes)

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

Using a continuous improvement model that carefully evaluates performance/production, instructional programs will better align with the mission of the College through an annual program review cycle.

2.8 Operational Budget Implications

N/A

2.9 Personnel Budget Implications

N/A

2.10 Equipment Budget Implications

N/A

2.11 Personal Notes

Include comprehensive revenue/expenditure analysis of each instructional program within annual program reviews.

2.12 Results/Findings (Data Summary - Analysis & Evaluation) Program reviews

With the assistance of the office of Institutional Research, TVCC will move to a biennial program review model. Consequently, the program reviews can become more extensive and include a cost analysis using THECB's RFOE (report of fundable operating expense) reports.

It is expected that we will incorporate the RFOE data beginning with the October 2018 curriculum and instruction committee meeting.

2.13 Changes as a Result of Evaluation

Instructional administrators will become better informed about the costs of their programs and use this information to make decisions about how to maximize the efficiency of program operations.

Program Name: 8.2.c VP of Student Services
 Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

1 Goal

Increase the percentage of graduates, including associate degrees and certificates so that fiscal year graduates are 20% of fall enrollment by the year 2020.

1.1 Outcome Description

Work with each Student Services Dept to create strategies in each department with the end goal of increasing graduation.

1.2 Implementation Strategy

Conduct an initial meeting where the overall plan is developed. Follow up with strategic meetings to ensure the departmental efforts are impacting graduation.

1.3 Assessment Method

Analyze graduation rates at FY end.

1.4 Criterion (Expected Outcome)

FY graduates are 20% of fall enrollment by 2020

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 (Use the LINK button to the Right, Select Gen Ed Outcome to See a list of the SP Action Area Outcomes)

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

1.9 Personnel Budget Implications

1.10 Equipment Budget Implications

1.11 Personal Notes

1.12 Results/Findings (Data Summary - Analysis & Evaluation)

2017 graduation rate as a percentage of total enrollment is 27.49%

1.13 Changes as a Result of Evaluation

Continue working toward the 2020 goal.

End of report

Community/Public Service

Program Name: 3.3.1.5 Professional Development
 Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

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)

Goal #1: Students will improve collegiate survival skills through a mandatory Learning Framework Course

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 (Use the LINK button to the Right, Select Gen Ed Outcome to See a list of the SP Action Area Outcomes)

1.4 Workforce Success

General Outcomes Links

| | | |
|---|-----------------------|--|
| Strategic Plan (Use for Administrative Outcomes) | 1 Enhance the Student | |
| 1.4 Workforce Success | | Workforce Success |
| Strategic Plan (Use for Administrative Outcomes) | 3 Enhance Communities | |
| 3.3.1 | | Increase non-credit, non-funded contact hours in community service offerings |

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 (Use the LINK button to the Right, Select Gen Ed Outcome to See a list of the SP Action Area Outcomes)

1.4 Workforce Success

General Outcomes Links

Strategic Plan (Use for Administrative Outcomes)

1 Enhance the Student

1.4 Workforce Success

Workforce Success

Strategic Plan (Use for Administrative Outcomes)

3 Enhance Communities

3.3.4

Increase the opportunities to serve as educational resources for communities

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 a regional training center for skills training needed by business and industry.

1. CDL training
2. Forklift training
3. Safety training
4. Logistics training

Program Name: 8.2.c Dean of Continuing and Workforce Education Division
 Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

1 Goal Pharmacy Technology - Program Building

2016-2017 - Phase 1

- Needs assessment (survey completed)
- Advisory Committee (organized and worked meeting throughout 2016-2017)
- Approval (In progress)
 - SACSCOC - approved
 - THECB - Process complete - pending TVCC Board Approval
 - TVCC Board of Trustee Approval - pending, President putting on agenda for board consideration

2017-2018 - Phase 2

- Complete TVCC Board of Trustee Approval Process
- Work toward ASHP program accreditation: Facility preparation, hiring of full time instructor, and curriculum development
- Marketing and Recruitment
- Student Enrollment process
- Hire faculty

1.1 Outcome Description Pharmacy Technology - Program Building (Phase 2)

2017-2018

1. Complete program approval process - TVCC Board of Trustees
2. Begin work on ASHP program accreditation
3. Plan marketing and recruitment and begin outreach in fall 2017
4. Begin student enrollment process: planning and implementing the student application and acceptance process
5. Hire instructors
6. Enroll students

1.2 Implementation Strategy Phase 2 - Preparing for program start up

1. Work with Advisory Committee
 1. How to meet program accreditation standards
 2. How to set up training facility
 3. Basic information needed to incorporate into recruitment
 4. Development of process for student selection and enrollment

1.3 Assessment Method Assessing Program Building Progress

Were these steps complete?

1. Program approval completion
 1. SACSCOC - (approved)
 2. THECB - (process completed - awaiting TVCC Board of Trustee's approval)
 3. TVCC Board of Trustee's Approval (Awaiting president presenting to board)
2. Facility made ready for instruction
3. Instructor(s) hired
4. Students selected and enrolled.

1.4 Criterion (Expected Outcome) Expected Outcome - Pharmacy Technology Program began

Was the Pharm Tech Program ready to begin in fall 2018? yes or no

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 QEP- Relationship

In Phase 3 of the Pharm Tech program building process, the CWE Department and the Advisory Committee will consider if the Learning Frameworks Course should be added to the program? TVCC did not develop the QEP and Learning Frameworks processes prior to Phase 1 of this program development. Pharm Tech is currently in the approval processes with the inclusion of Learning Frameworks, and consideration of the addition will be addressed in phase 3 when students are enrolled and participating and instructors are hired and begin the training process.

1.6 Relationship to Unit Mission Pharm Tech - Workforce Development

Departmental mission:

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.

Pharm Tech, a workforce development level 1 certificate program, meets the mission of the college and department.

1.7 Strategic Plan Relationship - LINK to selection (Use the LINK button to the Right, Select Gen Ed Outcome to See a list of the SP Action Area Outcomes)

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 Pharm Tech - How contributes to workforce education

Pharm Tech program consideration originated with the community pharmacies in the TVCC area. There were anticipated Pharm Tech certification changes and an industry need for trained/qualified employees. The advisory committee was formed, a survey was completed, and the committee moved forward with program development and the program approval process.

1.8 Operational Budget Implications Budget implications

1. Hiring of a full time instructor/director.
2. Hiring of one or more part time lab instructors.
3. Purchasing of supplies and equipment (will apply for JET grant funds, and request Carl Perkins funds)

1.9 Personnel Budget Implications Hiring of pharmacy professionals

1. Will employ a consult for 2017-2018 to assist with ASHA accreditation and curriculum development. This will be funded with current curriculum development funds in CWE budget.
2. Full time instructor/director will be hired in spring 2018 to begin work in fall 2018.
3. Part time lab instructor(s) will be hired in spring 2018 to begin work in fall 2018.

1.10 Equipment Budget Implications Pharm Tech Equipment Acquisition

Acquisition of equipment:

1. Use departmental equipment currently used in Medical/Nursing Assistant Program.
2. Seek donations - work with Advisory Committee to seek community donations.
3. Use grant funds - JET (apply when announced), Carl Perkins, other
4. Use departmental funds when Pharm Tech budget is in place as a credit training program.

1.11 Personal Notes Personal notes -

The advisory committee has been very hands-on and will likely continue to assist with program building. Advisory Committee has been pro-active in suggesting that they and other pharmacies will donate

The college president suggested that the TVCC Board of Trustees complete the budget planning process for 2017-2018 before asking for program approval.

1.12 Results/Findings (Data Summary - Analysis & Evaluation) End of year results/findings - Pharm Tech

This is the evaluation criteria:

1. Was the program approved by all needed authorities: TVCC Board of Trustees, The Higher Education Coordinating Board, in addition to SACSCOC who has already given approval. **yes** or no
2. Was staff hired? **yes** or no
3. Were students enrolled? **yes** or no
4. Was the ASHP accreditation process started? **yes** or no

1.13 Changes as a Result of Evaluation

The goal was met:

- Approvals were acquired
- Full time Instructor/Director was hired
- Budget was approved and implemented
- Facility was prepared for instructional program
- Accreditations process was begun (to be implemented in 2018-2019)
- Students were recruited - target of 15 students
- 17 students were accepted into the new program

Program Name: 8.2.c Director of Adult Education Division
 Program Cycle: #5 Sep 1, 2017 to Aug 31, 2018

1 Goal 1 Goal

The principle goal for the adult basic and literacy education program is for adults to increase basic academic skills that lead to proficiency in English, a credential, or employment.

1.1 Outcome Description 1.1 Outcome Description

Adults entering GED Preparation course in Adult Education are expected to make significant gains in their abilities to improve basic academic skills needed to pass the GED test; for employment; and, for real life situational occurrences. Skills addressed are understanding the assignment; gathering information, ideas; organizing; evaluating; revising; editing; and, analytical application helps resolve matters that arise in real life.

1.2 Implementation Strategy 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 basic academic skills in the following ways: (a) personalized instruction [student/instructor] (b) practice and remedial work using computer based learning software program ITTS (c) practice producing finished assignment (s) on computer (d) designed-based instruction (e) project-based instruction (f) pairing for revision, editing and peer evaluation (g) distance learning opportunities.

1.3 Assessment Method 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 road map to study areas of weakness and need. Progress assessments are delivered at 30, 40, and 60 contact hours in order to assess progress in educational functioning levels (EFL); determined by the National Reporting System (NRS) for Adult Education. NRS is an outcome-based reporting system for the State-administered, federally funded adult education program.

1.4 Criterion (Expected Outcome) 1.4 Criterion

Students will demonstrate mastery of basic academic skills by (a) writing a good essay (b) writing memorandums for the workplace (c) writing 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 basic academic skills in a Program Year (PY).

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 1.5.1

Not related to the QEP relationship.

1.6 Relationship to Unit Mission 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 (Use the LINK button to the Right, Select Gen Ed Outcome to See a list of the SP Action Area Outcomes)

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 1.7.1 Strategic Plan Relationship Narrative

By introducing students to proper planning, organizing, writing, evaluating and revision techniques, students are 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 software 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 1.8 Operational Budget Implications

100% grant funded/budgeted through the Texas Workforce Commission (TWC) Adult Education and Literacy grant AEFLA.

1.9 Personnel Budget Implications 1.9 Personnel Budget Implications

100% grant funded/budgeted through the Texas Workforce Commission (TWC) Adult Education and Literacy grant AEFLA.

1.10 Equipment Budget Implications 1.10 Equipment Budget Implications

100% grant funded/budgeted through the Texas Workforce Commission (TWC) Adult Education and Literacy grant AEFLA.

1.11 Personal Notes 1.11 Personal Notes

None

1.12 Results/Findings (Data Summary - Analysis & Evaluation) 1.12 Results/Findings (Data Summary - Analysis & Evaluation)

AEL PY 2017 2018 results are based on NRS Federal and TX State Performance Measures. At the time of this entry, performance measures not yet released - TBD. 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 | TBD/TBD | TBD |
| ABE Beginning Basic | TBD/TBD | TBD |
| ABE Intermediate Low | TBD/TBD | TBD |
| ABE Intermediate High | TBD/TBD | TBD |
| ASE Low | TBD/TBD | TBD |
| ASE High | TBD/TBD | TBD |

1.13 Changes as a Result of Evaluation 1.13 Changes as a Result of Evaluation

Based on new NRS and State performance measures published for PY 2017 2018.

End of report