

TVCC 2019 Assessment Plan Report

Combined Educational and Administrative

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Academic Education

Program Name: ARTS.1301

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 Course

ARTS 1301, Art Appreciation

1.1 Division-Department

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 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 a 7 on the peer evaluation point average.

1.4.5 Data Summary

1.4.5.1 Analysis and Evaluation

F2F students consistently scored higher than their distance learning counterparts in TW and CT.

TW (F2F) - 91% of the students scored at least a 12 on the rubric for Critical Thinking.

TW (DL) - 78%

CT (F2F) - 89%

CT (DL) - 74%

CM - 95%

1.4.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.4.5.3 Description of Changes

- Instructor suggested adding a learning activity where "students are asked to use their imagination in formulating opinions regarding an artist's concerns about community, state, or national social issue which can be seen or inferred within the artwork".

- Instructors would like to lower benchmarks of the following:

CT: 70% of students will score at least 12 on "Summary of a formal analysis of one of the artist's works using appropriate visual vocabulary."

TW: 70% of students will score at least 7 on the peer evaluation point average

CM: 70% of students will score at least 7 on "Basic biographical facts" and on "How the artist/work displays the major characteristics of art movement."

1.4.5.4 Distance Learning: Analysis and Evaluation

As mentioned above, scores for TW and CT are lower in DL sections, compared to F2F data.

TW: 78%

CT: 74%
CM: 95%
SR: 91%

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

Alternative assignment/activity

1.4.5.6 Distance Learning: Description of Changes

-Instructor noted that "while numbers have increased from the prior reporting cycle, they are still down in TW compared to their F2F counterparts. Instructor suggests utilizing discussion boards to be used by student peers to assess participation within a group.

- Change benchmarks for the following:

CT: 70% of students will score at least 12 on "Summary of a formal analysis of one of the artist's works using appropriate visual vocabulary."

TW: 70% of students will score at least 7 on the peer evaluation point average

CM: 70% of students will score at least 7 on "Basic biographical facts" and on "How the artist/work displays the major characteristics of art movement."

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 a 7 on "If this artist were alive today, what issue would their art explore?"

1.5.5 Data Summary

1.5.5.1 Analysis and Evaluation

SR Overall - 91%

SR F2F - 92%

SR DL - 91%

All students have met and exceeded set goals. While the scores were lower than the previous reporting cycle, they are still well above the benchmark.

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 suggested minor changes to the rubric.

- Instructors would like to lower benchmarks of the following:

CT: 70% of students will score at least 12 on "Summary of a formal analysis of one of the artist's works using appropriate visual vocabulary."

CM: 70% of students will score at least 7 on "Basic biographical facts" and on "How the artist/work displays the major characteristics of art movement."

1.5.5.4 Distance Learning: Analysis and Evaluation

SR: 91% percent of students scored at least 7 on "If this artist were alive today, what issue would their art explore?"

F2F and DL scores for SR are nearly identical.

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 suggested minor changes to the rubric.

- Instructors would like to lower benchmarks of the following:

CT: 70% of students will score at least 12 on "Summary of a formal analysis of one of the artist's works using appropriate visual vocabulary."

CM: 70% of students will score at least 7 on "Basic biographical facts" and on "How the artist/work displays the major characteristics of art movement."

Program Name: ARTS.1303

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 Course

ARTS 1303, Art History I

1.1 Division-Department

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: 66% 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: 66% of students who submitted a portfolio earned 100% of the points available for effectively presenting their portfolio to the class.

Scores have significantly dropped this cycle. Instructor/assessments have not changed from last cycle, so unsure as to the reason behind the drop in scores. All classes were taught 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

The instructor would like to make the following changes to the benchmarks:

CT: 70% of the students who produce and present a portfolio presentation will earn at least 70% of the points available for correctly identifying examples of artistic elements within a work of art.

CM: 70% of the students who produce and present a portfolio presentation will earn at least 70% of the points available for effectively presenting their portfolio presentation in the class.

1.4.5.4 Distance Learning: Analysis and Evaluation

All courses taught this semester were delivered online.

CM: 66%

CT: 66%

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 instructor would like to make the following changes to the benchmarks:

CT: 70% of the students who produce and present a portfolio presentation will earn at least 70% of the points available for correctly identifying examples of artistic elements within a work of art.

CM: 70% of the students who produce and present a portfolio presentation will earn at least 70% of the points available for effectively presenting their portfolio presentation in the class.

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 artist's contribution to 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

TW: 93% of students who produced a timeline worked 100% efficiently with their team members in a production of a timeline

This was the highest score overall for this course across all sections.

1.5.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.5.5.3 Description of Changes

Instructor will add discussion boards or in-class evaluations assessing the participation of the students in building a timeline.

1.5.5.4 Distance Learning: Analysis and Evaluation

All sections taught this cycle were online.
TW: 93%

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

Instructor will add discussion boards or in-class evaluations assessing the participation of the students in building a timeline.

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

SR: 59% of students who produce and present a portfolio presentation earned 100% of the points available

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 requested the benchmark to be adjusted accordingly: 70% of students will earn 70% of the points available for demonstrating their understanding of the artists' connection to their communities.

1.6.5.4 Distance Learning: Analysis and Evaluation

All sections of this course were taught online:
SR: 59%

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

Instructor requested the benchmark to be adjusted accordingly: 70% of students will earn 70% of the points available for demonstrating their understanding of the artists' connection to their communities.

Program Name: ARTS.1304

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 Course

ARTS 1304, Art History II

1.1 Division-Department

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

CM: 55% of students who produced and presented a portfolio presentation earned at least 100% of the points available.

CT: 67% of students who produced and presented a portfolio presentation earned at least 80% of their points available.

This course had only one section this cycle, taught 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

Instructor has requested the following benchmarks be altered:

CM: 70% of students who produce and present a portfolio presentation will earn at least 70% of the available points for effectively presenting their portfolio presentation to the class

CT: 70% of the students who produce and present a portfolio presentation will earn at least 70% of the available points for correctly identifying artistic elements within a work of art

1.4.5.4 Distance Learning: Analysis and Evaluation

This course had only one section taught this cycle online.

CM: 55%

CT: 67%

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

Instructor has requested the following benchmarks be altered:

CM: 70% of students who produce and present a portfolio presentation will earn at least 70% of the available points for effectively presenting their portfolio presentation to the class

CT: 70% of the students who produce and present a portfolio presentation will earn at least 70% of the available points for correctly identifying artistic elements within a work of art

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

TW: 88% of the students who produced a timeline, worked 100% 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

Instructor will add discussion board or in-class evaluation accessing the participation of the student in building a timeline,

1.5.5.4 Distance Learning: Analysis and Evaluation

Only one section was offered for this course online.

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

Instructor will add discussion board or in-class evaluation accessing the participation of the student in building a timeline,

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

SR: 66% of students 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

Redefine benchmark level (increase, if benchmark is met)

1.6.5.3 Description of Changes

Instructor requested the following benchmark be altered:

SR: 70% of the students who produce and present a portfolio presentation will earn 70% of the points available for demonstrating their understanding of the artist's connection to their communities

1.6.5.4 Distance Learning: Analysis and Evaluation

Only one section was offered of this course online.

SR: 66%

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

Instructor requested the following benchmark be altered:

SR: 70% of the students who produce and present a portfolio presentation will earn 70% of the points available for demonstrating their understanding of the artist's connection to their communities

Program Name: BIOL.1406

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 Course

BIOL 1406

1.1 Division-Department

Science - 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

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

1.4.2 Learning Activities

Students will be assigned a laboratory experiment to be performed in a group. The group will be required to utilize proper lab techniques to obtain the desired outcome. The group will analyze data obtained from the experiment and relate the results to theory discussed in lecture. Participation in the lab experiment 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 |
| Teamwork | Teamwork (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 of 60% of the students will receive 70% of the possible points for each core objective (CM, CT, EQ, TW).

1.4.5 Data Summary

112 students from 4 face-to-face sections of Biol 1406, representing 1 main campus 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 - 92%

CT - 91%

EQR - 81%

TW - 92%

31 students from 1 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 - 52%

CT - 52%

EQR - 52%

TW - 43%

Those not available for assessment (probably an indication of the drop out rate) was 4% for face-to-face students in the fall.

1.4.5.1 Analysis and Evaluation

The benchmark was met for the face-to-face classes in communication, critical thinking, empirical and quantitative data, and teamwork in the fall semester.

The distance learning classes did not meet the benchmarks for the core objectives in the fall 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

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 science faculty are currently constructing a common rubric to use for assessing the lab reports to ensure the data reported is equal. We have kept the benchmark at its current level as we have not met all of the benchmarks set for the 2018-2019 school year in the online classes. We plan to offer additional help in properly constructing the lab reports either during lab time as well as offer additional instruction during office hours.

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 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

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 science faculty are currently constructing a common rubric to use for assessing the lab reports to ensure the data reported is equal. We have kept the benchmark at its current level as we have not met all of the benchmarks set for the 2018-2019 school year in the online classes. We plan to offer additional help in properly constructing the lab reports either during lab time as well as offer additional instruction during office hours.

Program Name: BIOL.1407

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 Course

BIOL 1407

1.1 Division-Department

Science - 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

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

1.4.2 Learning Activities

Students will be assigned a laboratory experiment to be performed in a group. The group will be required to utilize proper lab techniques to obtain the desired outcome. The group will analyze data obtained from the experiment and relate the results to theory discussed in lecture. Participation in the lab experiment 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 |
| Teamwork | Teamwork (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 of 60% of the students will receive 70% of the possible points for each core objective (CM, CT, EQ, TW).

1.4.5 Data Summary

17 students from 1 face-to-face section of Biol 1407, 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 - 64%
CT - 47%
EQR - 58%
TW - 94%

106 students from 5 face-to-face sections of Biol 1407, representing 1 main campus and 4 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 - 86%
CT - 76%
EQR - 87%
TW - 92%

29 students from 1 distance learning (online) section 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 - 38%
CT - 51%
EQR - 45%
TW - 28%

Those not available for assessment (probably an indication of the drop out rate) ranged from 6% for face-to-face students in the fall semester, to 8% in the spring semester for face-to-face students and 14% for distance learning students in the spring semester.

1.4.5.1 Analysis and Evaluation

The teamwork benchmark was the only core principle met for the face-to-face classes in the fall semester. The benchmark was met for the face-to-face classes in communication, critical thinking, empirical and quantitative data, and teamwork in the spring semester.

The distance learning classes did not meet the benchmarks for the core objectives in the spring 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

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 science faculty are currently constructing a common rubric to use for assessing the lab reports to ensure the data reported is equal. We have kept the benchmark at its current level as we have not met all of the benchmarks set for the 2018-2019 school year in the online classes. We plan to offer additional help in properly constructing the lab reports either during lab time as well as offer additional instruction during office hours.

1.4.5.4 Distance Learning: Analysis and Evaluation

The distance learning classes did not meet the benchmarks for the core objectives in the spring 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

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 science faculty are currently constructing a common rubric to use for assessing the lab reports to ensure the data reported is equal. We have kept the benchmark at its current level as we have not met all of the benchmarks set for the 2018-2019 school year in the online classes. We plan to offer additional help in properly constructing the lab reports either during lab time as well as offer additional instruction during office hours.

Program Name: BIOL.1408
Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 Course

BIOL 1408

1.1 Division-Department

Science - 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

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

1.4.2 Learning Activities

Students will be assigned a laboratory experiment to be performed in a group. The group will be required to utilize proper lab techniques to obtain the desired outcome. The group will analyze data obtained from the experiment and relate the results to theory discussed in lecture. Participation in the lab experiment 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 |
| Teamwork | Teamwork (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 of 60% of the students will receive 70% of the possible points for each core objective (CM, CT, EQ, TW).

1.4.5 Data Summary

172 students from 8 face-to-face sections of Biol 1408, representing 3 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 - 46%
CT - 54%
EQR - 61%
TW - 64%

124 students from 3 distance learning (online) sections of Biol 1408, 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 - 55%
EQR - 55%
TW - 59%

27 students from 1 face-to-face sections of Biol 1408, 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 - 70%
CT - 70%
EQR - 62%
TW - 74%

Those not available for assessment (probably an indication of the drop out rate) ranged from 19% for face-to-face students and 52% for distance learning students in the fall and 15% in the spring semester for face-to-face students.

1.4.5.1 Analysis and Evaluation

None of the benchmarks were met for face-to-face classes during the fall semester. The benchmark was met for the face-to-face classes in communication, critical thinking, and teamwork in the spring semester.

The distance learning classes did not meet the benchmarks for the core objectives in the fall 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

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 science faculty are currently constructing a common rubric to use for assessing the lab reports to ensure the data reported is equal. We have kept the benchmark at its current level as we have not met all of the benchmarks set for the 2018-2019 school year in the online classes. We plan to offer additional help in properly constructing the lab reports either during lab time as well as offer additional instruction during office hours.

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 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

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 science faculty are currently constructing a common rubric to use for assessing the lab reports to ensure the data reported is equal. We have kept the benchmark at its current level as we have not met all of the benchmarks set for the 2018-2019 school year in the online classes. We plan to offer additional help in properly constructing the lab reports either during lab time as well as offer additional instruction during office hours.

Program Name: BIOL.1409

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 Course

BIOL 1409

1.1 Division-Department

Science - 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

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

1.4.2 Learning Activities

Students will be assigned a laboratory experiment to be performed in a group. The group will be required to utilize proper lab techniques to obtain the desired outcome. The group will analyze data obtained from the experiment and relate the results to theory discussed in lecture. Participation in the lab experiment 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 |
| Teamwork | Teamwork (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 of 60% of the students will receive 70% of the possible points for each core objective (CM, CT, EQ, TW).

1.4.5 Data Summary

129 students from 5 face-to-face sections of Biol 1409, representing 3 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 - 61%
CT - 45%
EQR - 82%
TW - 70%

65 students from 2 distance learning (online) sections of Biol 1409, 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 - 65%
EQR - 53%
TW - 80%

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

1.4.5.1 Analysis and Evaluation

The benchmark was met for the face-to-face classes in empirical and quantitative data and teamwork in the spring semester.

The distance learning classes only met the benchmark for empirical and quantitative data in the spring 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

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 science faculty are currently constructing a common rubric to use for assessing the lab reports to ensure the data reported is equal. We have kept the benchmark at its current level as we have not met all of the benchmarks set for the 2018-2019 school year in the online classes. We plan to offer additional help in properly constructing the lab reports either during lab time as well as offer additional instruction during office hours.

1.4.5.4 Distance Learning: Analysis and Evaluation

The distance learning classes only met the benchmark for empirical and quantitative data in the spring 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

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 science faculty are currently constructing a common rubric to use for assessing the lab reports to ensure the data reported is equal. We have kept the benchmark at its current level as we have not met all of the benchmarks set for the 2018-2019 school year in the online classes. We plan to offer additional help in properly constructing the lab reports either during lab time as well as offer additional instruction during office hours.

Program Name: BIOL.1411

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 Course

BIOL 1411

1.1 Division-Department

Science - 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

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

1.4.2 Learning Activities

Students will be assigned a laboratory experiment to be performed in a group. The group will be required to utilize proper lab techniques to obtain the desired outcome. The group will analyze data obtained from the experiment and relate the results to theory discussed in lecture. Participation in the lab experiment 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 |
| Teamwork | Teamwork (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 of 80% of the students will receive 70% of the possible points for each core objective (CM, CT, EQ, TW).

1.4.5 Data Summary

20 students from 1 face-to-face section of Biol 1411, 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 - 55%

CT - 55%

EQR - 55%

TW - 75%

Those not available for assessment (probably an indication of the drop out rate) ranged from 25% for face-to-face students in the fall.

1.4.5.1 Analysis and Evaluation

The benchmark was met for the face-to-face classes in teamwork in the fall 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

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 science faculty are currently constructing a common rubric to use for assessing the lab reports to ensure the data reported is equal. We have kept the benchmark at its current level as we have not met all of the benchmarks set for the 2018-2019 school year in the face-to-face classes. We plan to offer additional help in properly constructing the lab reports either during lab time as well as offer additional instruction during office hours.

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: #6 Sep 1, 2018 to Aug 31, 2019

1 Course

BIOL 1413

1.1 Division-Department

Science - 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

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

1.4.2 Learning Activities

Students will be assigned a laboratory experiment to be performed in a group. The group will be required to utilize proper lab techniques to obtain the desired outcome. The group will analyze data obtained from the experiment and relate the results to theory discussed in lecture. Participation in the lab experiment 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 |
| Teamwork | Teamwork (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 of 60% of the students will receive 70% of the possible points for each core objective (CM, CT, EQ, TW).

1.4.5 Data Summary

There were no sections of BIOL 1413 offered during the 2018-2019 school year.

1.4.5.1 Analysis and Evaluation

There were no sections of BIOL 1413 offered during the 2018-2019 school year.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.4.5.3 Description of Changes

There were no sections of BIOL 1413 offered during the 2018-2019 school year, so we will keep the group lab report covering population ecology as the LEAP at this time.

1.4.5.4 Distance Learning: Analysis and Evaluation

Not applicable This course is not offered via distance learning.

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: #6 Sep 1, 2018 to Aug 31, 2019

1 Course

BIOL 2401

1.1 Division-Department

Science - 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 | 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

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 be assigned a laboratory experiment to be performed in a group. The group will be required to utilize proper lab techniques to obtain the desired outcome. The group will analyze data obtained from the experiment and relate the results to theory discussed in lecture. Participation in the lab experiment 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 |
| Teamwork | Teamwork (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 of 60% of the students will receive 70% of the possible points for each core objective (CM, CT, EQ, TW).

1.4.5 Data Summary

336 students from 13 face-to-face sections of Biol 2401, representing 3 main campuses and 2 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 - 51%
CT - 35%
EQR - 48%
TW - 54%

126 students from 4 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 - 32%
CT - 56%
EQR - 63%
TW - 70%

161 students from 7 face-to-face sections of Biol 2401, representing 3 main campuses 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 - 71%
CT - 60%
EQR - 75%
TW - 73%

66 students from 2 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 - 48%
CT - 40%
EQR - 39%
TW - 56%

Those not available for assessment (probably an indication of the drop out rate) ranged from 17% for face-to-face students and 28% for distance learning students in the fall and 22% for face-to-face and 30% for distance learning students in the spring semester.

1.4.5.1 Analysis and Evaluation

The benchmark was not met for the face-to-face classes in communication, critical thinking, empirical and quantitative data, and teamwork in the fall semester, but was met for all core objectives except critical thinking in the spring semester.

The distance learning classes only met the benchmark for teamwork in the fall semester and did not meet the benchmarks for the core objectives in the spring 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

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 science faculty are currently constructing a common rubric to use for assessing the lab reports to ensure the data reported is equal. We have kept the benchmark at its current level as we have not met all of the benchmarks set for the 2018-2019 school year in the online classes. We plan to offer additional help in properly constructing the lab reports either during lab time as well as offer additional instruction during office hours.

1.4.5.4 Distance Learning: Analysis and Evaluation

The distance learning classes only met the benchmark for teamwork in the fall semester and did not meet the benchmarks for the core objectives in the spring 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

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 science faculty are currently constructing a common rubric to use for assessing the lab reports to ensure the data reported is equal. We have kept the benchmark at its current level as we have not met all of the benchmarks set for the 2018-2019 school year in the online classes. We plan to offer additional help in properly constructing the lab reports either during lab time as well as offer additional instruction during office hours.

Program Name: BIOL.2402

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 Course

BIOL 2402

1.1 Division-Department

Science - 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 be assigned a laboratory experiment to be performed in a group. The group will be required to utilize proper lab techniques to obtain the desired outcome. The group will analyze data obtained from the experiment and relate the results to theory discussed in lecture. Participation in the lab experiment 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 |
| Teamwork | Teamwork (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 of 60% of the students will receive 70% of the possible points for each core objective (CM, CT, EQ, TW).

1.4.5 Data Summary

80 students from 3 face-to-face sections of Biol 2402, 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 - 88%
CT - 83%
EQR - 81%
TW - 85%

64 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 70% score, by Core Objective were:

COM - 61%
CT - 55%
EQR - 67%
TW - 57%

179 students from 10 face-to-face sections of Biol 2402, representing 3 main campuses and 1 high school, were assessed for the spring semester. Percents of assessed students who were successful at reaching the benchmark 70% score, by Core Objective were:

COM - 72%
CT - 64%
EQR - 75%
TW - 76%

121 students from 4 distance learning (online) sections of Biol 2402, were assessed for the spring semester. Percents of assessed students who were successful at reaching the benchmark 70% score, by Core Objective were:

COM - 36%
CT - 34%
EQR - 55%
TW - 64%

Those not available for assessment (probably an indication of the drop out rate) ranged from 11% for face-to-face students and 33% for distance learning students in the fall to 8% for face-to-face students and 21% for distance learning students in the spring semester.

1.4.5.1 Analysis and Evaluation

The benchmark was met for the face-to-face classes in communication, critical thinking, empirical and quantitative data, and teamwork in the fall semester. During the spring semester, all benchmarks were met with the exception of critical thinking.

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

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 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 science faculty are currently constructing a common rubric to use for assessing the lab reports to ensure the data reported is equal. We have kept the benchmark at its current level as we have not met all of the benchmarks set for the 2018-2019 school year in the online classes. We plan to offer additional help in properly constructing the lab reports either during lab time as well as offer additional instruction during office hours.

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

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 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 science faculty are currently constructing a common rubric to use for assessing the lab reports to ensure the data reported is equal. We have kept the benchmark at its current level as we have not met all of the benchmarks set for the 2018-2019 school year in the online classes. We plan to offer additional help in properly constructing the lab reports either during lab time as well as offer additional instruction during office hours.

Program Name: BIOL.2404
Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 Course

BIOL 2404

1.1 Division-Department

Science - 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 be assigned a laboratory experiment to be performed in a group. The group will be required to utilize proper lab techniques to obtain the desired outcome. The group will analyze data obtained from the experiment and relate the results to theory discussed in lecture. Participation in the lab experiment 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 |
| Teamwork | Teamwork (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 of 60% of the students will receive 70% of the possible points for each core objective (CM, CT, EQ, TW).

1.4.5 Data Summary

9 students from 1 face-to-face section of Biol 2404, 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 - 67%
CT - 67%
EQR - 67%
TW - 67%

27 students from 1 distance learning (online) section 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 - 44%
CT - 44%
EQR - 44%
TW - 44%

14 students from 1 face-to-face section of Biol 2404, 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 - 71%
CT - 71%
EQR - 71%
TW - 71%

25 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 - 71%
CT - 71%
EQR - 71%
TW - 71%

Those not available for assessment (probably an indication of the drop out rate) ranged from 33% for face-to-face students and 56% for distance learning students in the fall to 21% for face-to-face students and 12% for distance learning students in the spring semester.

1.4.5.1 Analysis and Evaluation

No benchmarks were met by the face-to-face classes in the fall semester. The benchmark was met for the face-to-face classes in communication, critical thinking, empirical and quantitative data, and teamwork in the spring semester.

No benchmarks were met by the face-to-face classes in the fall semester. The benchmark was met for the distance learning classes in communication, critical thinking, empirical and quantitative data, and teamwork in the spring 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

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 science 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 to 75% as we have met all of the benchmarks set for the 2018-2019 school year in the face-to-face and online classes in the spring semester.

1.4.5.4 Distance Learning: Analysis and Evaluation

No benchmarks were met by the face-to-face classes in the fall semester. The benchmark was met for the distance learning classes in communication, critical thinking, empirical and quantitative data, and teamwork in the spring 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

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 science 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 to 75% as we have met all of the benchmarks set for the 2018-2019 school year in the online classes in the spring semester.

Program Name: BIOL.2420

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 Course

BIOL 2420

1.1 Division-Department

Science - 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 and comply with laboratory safety rules, procedures, and universal precautions.

1.4.2 Learning Activities

Students will be assigned a laboratory experiment to be performed in a group. The group will be required to utilize proper lab techniques to obtain the desired outcome. The group will analyze data obtained from the experiment and relate the results to theory discussed in lecture. Participation in the lab experiment 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

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation 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 of 60% of the students will receive 70% of the possible points for each core objective (CM, CT, EQ, TW).

1.4.5 Data Summary

111 students from 5 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 70% score, by Core Objective were:

COM - 86%
CT - 71%
EQR - 66%
TW - 90%

82 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 70% score, by Core Objective were:

COM - 48%
CT - 44%
EQR - 23%
TW - 65%

80 students from 4 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 70% score, by Core Objective were:

COM - 61%
CT - 63%
EQR - 60%
TW - 78%

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 70% score, by Core Objective were:

COM - 52%
CT - 61%
EQR - 42%
TW - 58%

Those not available for assessment (probably an indication of the drop out rate) ranged from 10% for face-to-face students and 26% for distance learning students in the fall to 15% for face-to-face students and 39% for distance learning students in the spring semester.

1.4.5.1 Analysis and Evaluation

The benchmark was met for the face-to-face classes in communication, critical thinking, and teamwork in the fall semester. Only the teamwork benchmark 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

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 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 science faculty are currently constructing a common rubric to use for assessing the lab reports to ensure the data reported is equal. We have kept the benchmark at its current level as we have not met all of the benchmarks set for the 2018-2019 school year in the online classes. We plan to offer additional help in properly constructing the lab reports either during lab time as well as offer additional instruction during office hours.

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

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 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 science faculty are currently constructing a common rubric to use for assessing the lab reports to ensure the data reported is equal. We have kept the benchmark at its current level as we have not met all of the benchmarks set for the 2018-2019 school year in the online classes. We plan to offer additional help in properly constructing the lab reports either during lab time as well as offer additional instruction during office hours.

Program Name: CHEM.1405

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 Course

CHEM 1405

1.1 Division-Department

Science - 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

Use basic apparatus and apply experimental methodologies used in the chemistry laboratory.

1.4.2 Learning Activities

Students will be assigned a laboratory experiment to be performed in a group. The group will be required to utilize proper lab techniques to obtain the desired outcome. The group will analyze data obtained from the experiment and relate the results to theory discussed in lecture. Participation in the lab experiment 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

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation 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 of 60% of the students will receive 70% of the possible points for each core objective (CM, CT, EQ, TW).

1.4.5 Data Summary

23 students from 2 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 - 65%
CT - 78%
EQR - 48%
TW - 70%

23 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 - 57%
CT - 52%
EQR - 57%
TW - 4%

18 students from 1 face-to-face section 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 - 89%
CT - 89%
EQR - 89%
TW - 89%

33 students from 4 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 - 64%
CT - 64%
EQR - 64%
TW - 12%

Those not available for assessment (probably an indication of the drop out rate) ranged from 35% for face-to-face students and 43% for distance learning students in the fall to 11% for face-to-face students and 15% for distance learning students in the spring semester.

1.4.5.1 Analysis and Evaluation

The benchmark was met for the face-to-face classes in critical thinking and teamwork in the fall semester. All benchmarks were met by the face-to-face classes 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

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 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 science faculty are currently constructing a common rubric to use for assessing the lab reports to ensure the data reported is equal. We have kept the benchmark at its current level as we have not met all of the benchmarks set for the 2018-2019 school year in the online classes. We plan to offer additional help in properly constructing the lab reports either during lab time as well as offer additional instruction during office hours.

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

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 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 science faculty are currently constructing a common rubric to use for assessing the lab reports to ensure the data reported is equal. We have kept the benchmark at its current level as we have not met all of the benchmarks set for the 2018-2019 school year in the online classes. We plan to offer additional help in properly constructing the lab reports either during lab time as well as offer additional instruction during office hours.

Program Name: CHEM.1407

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 Course

CHEM 1407

1.1 Division-Department

Science - 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

Use basic apparatus and apply experimental methodologies used in the chemistry laboratory.

1.4.2 Learning Activities

Students will be assigned a laboratory experiment to be performed in a group. The group will be required to utilize proper lab techniques to obtain the desired outcome. The group will analyze data obtained from the experiment and relate the results to theory discussed in lecture. Participation in the lab experiment 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

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation 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 of 60% of the students will receive 70% of the possible points for each core objective (CM, CT, EQ, TW).

1.4.5 Data Summary

There were no sections of CHEM 1407 offered during the 2018-2019 school year.

1.4.5.1 Analysis and Evaluation

There were no sections of CHEM 1407 offered during the 2018-2019 school year.

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 sections of CHEM 1407 offered during the 2018-2019 school year, so we will keep the group lab report as the accepted LEAP.

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: #6 Sep 1, 2018 to Aug 31, 2019

1 Course

CHEM 1411

1.1 Division-Department

Science - 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

Use basic apparatus and apply experimental methodologies used in the chemistry laboratory.

1.4.2 Learning Activities

Students will be assigned a laboratory experiment to be performed in a group. The group will be required to utilize proper lab techniques to obtain the desired outcome. The group will analyze data obtained from the experiment and relate the results to theory discussed in lecture. Participation in the lab experiment 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

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation 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 of 60% of the students will receive 70% of the possible points for each core objective (CM, CT, EQ, TW).

1.4.5 Data Summary

47 students from 3 face-to-face sections of CHEM 1411, representing 1 main campus and 1 high school, were assessed for the fall semester. Percents of assessed students who were successful at reaching the benchmark 70% score, by Core Objective were:

COM - 76%
 CT - 72%
 EQR - 62%
 TW - 89%

53 students from 2 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 - 74%
 CT - 75%
 EQR - 75%
 TW - 40%

53 students from 2 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 - 64%
 CT - 70%
 EQR - 60%
 TW - 32%

Those not available for assessment (probably an indication of the drop out rate) ranged from 11% for face-to-face students and 26% for distance learning students in the fall to 23% for distance learning students in the spring semester.

1.4.5.1 Analysis and Evaluation

The benchmark was met for the face-to-face classes in communication, critical thinking, and teamwork in the fall semester.

The benchmark was met for the distance learning classes in communication, critical thinking, and empirical and quantitative data in the fall semester. The distance learning classes only met the benchmark for critical thinking spring semesters.

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 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 science faculty are currently constructing a common rubric to use for assessing the lab reports to ensure the data reported is equal. We have kept the benchmark at its current level as we have not met all of the benchmarks set for the 2018-2019 school year in the online classes. We plan to offer additional help in properly constructing the lab reports either during lab time as well as offer additional instruction during office hours.

1.4.5.4 Distance Learning: Analysis and Evaluation

The benchmark was met for the distance learning classes in communication, critical thinking, and empirical and quantitative data in the fall semester. The distance learning classes only met the benchmark for critical thinking spring semesters.

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 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 science faculty are currently constructing a common rubric to use for assessing the lab reports to ensure the data reported is equal. We have kept the benchmark at its current level as we have not met all of the benchmarks set for the 2018-2019 school year in the online classes. We plan to offer additional help in properly constructing the lab reports either during lab time as well as offer additional instruction during office hours.

Program Name: CHEM.1412

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 Course

CHEM 1412

1.1 Division-Department

Science - 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

Use basic apparatus and apply experimental methodologies used in the chemistry laboratory.

1.4.2 Learning Activities

Students will be assigned a laboratory experiment to be performed in a group. The group will be required to utilize proper lab techniques to obtain the desired outcome. The group will analyze data obtained from the experiment and relate the results to theory discussed in lecture. Participation in the lab experiment 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

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

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|-----------------------------------|---|
| Communication Skills | Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication |
| Empirical 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 of 60% of the students will receive 70% of the possible points for each core objective (CM, CT, EQ, TW).

1.4.5 Data Summary

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

COM - 93%

CT - 67%

EQR - 57%

TW - 96%

26 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 - 73%

CT - 73%

EQR - 76%

TW - 11%

Those not available for assessment (probably an indication of the drop out rate) ranged from 0% for face-to-face students and 12% for distance learning students in the spring semester.

1.4.5.1 Analysis and Evaluation

The benchmark was met for the face-to-face classes in communication and teamwork in the spring semester.

The distance learning classes met the core objectives in communication, critical thinking, and empirical and quantitative data in the spring 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

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 science faculty are currently constructing a common rubric to use for assessing the lab reports to ensure the data reported is equal. We have kept the benchmark at its current level as we have not met all of the benchmarks set for the 2018-2019 school year in the face-to-face and online classes. We plan to offer additional help in properly constructing the lab reports either during lab time as well as offer additional instruction during office hours.

1.4.5.4 Distance Learning: Analysis and Evaluation

The benchmark was met for the face-to-face classes in communication and teamwork in the spring semester.

The distance learning classes met the core objectives in communication, critical thinking, and empirical and quantitative data in the spring 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

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 science faculty are currently constructing a common rubric to use for assessing the lab reports to ensure the data reported is equal. We have kept the benchmark at its current level as we have not met all of the benchmarks set for the 2018-2019 school year in the face-to-face and online classes. We plan to offer additional help in properly constructing the lab reports either during lab time as well as offer additional instruction during office hours.

Program Name: CHEM.2423

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 Course

CHEM 2423

1.1 Division-Department

Science - 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 be assigned a laboratory experiment to be performed in a group. The group will be required to utilize proper lab techniques to obtain the desired outcome. The group will analyze data obtained from the experiment and relate the results to theory discussed in lecture. Participation in the lab experiment 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

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation 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 of 60% of the students will receive 70% of the possible points for each core objective (CM, CT, EQ, TW).

1.4.5 Data Summary

8 students from 1 face-to-face section of CHEM 2423, 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 - 50%

CT - 50%

EQR - 12.5%

TW - 0%

Those not available for assessment (probably an indication of the drop out rate) were 38% for face-to-face students in the fall semester.

1.4.5.1 Analysis and Evaluation

The benchmarks were not met for the face-to-face classes in the fall 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

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 science faculty are currently constructing a common rubric to use for assessing the lab reports to ensure the data reported is equal. We have kept the benchmark at its current level as we have not met all of the benchmarks set for the 2018-2019 school year in the face-to-face classes. We plan to offer additional help in properly constructing the lab reports either during lab time as well as offer additional instruction during office hours.

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: #6 Sep 1, 2018 to Aug 31, 2019

1 Course

CHEM 2425

1.1 Division-Department

Science - 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 be assigned a laboratory experiment to be performed in a group. The group will be required to utilize proper lab techniques to obtain the desired outcome. The group will analyze data obtained from the experiment and relate the results to theory discussed in lecture. Participation in the lab experiment 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

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation 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 of 60% of the students will receive 70% of the possible points for each core objective (CM, CT, EQ, TW).

1.4.5 Data Summary

5 students from 1 face-to-face section of CHEM 2425, 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%

1.4.5.1 Analysis and Evaluation

The benchmark was met for the face-to-face classes in communication, critical thinking, empirical and quantitative data, and teamwork in the spring 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

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 science 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 to 75% as we have met all of the benchmarks set for the 2018-2019 school year in the face-to-face 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: DRAM.1310

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 Course

DRAM 1310, Introduction to Theater

1.1 Division-Department

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

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: 90% 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.

COMM: 93% of students achieved 75% of the possible points on a rubric that assesses their communication skills based on effective writing criteria.

CT: 90% 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.

These scores are a marked improvement from last year's reported data.

1.4.5.2 Changes as a Result of Analysis and Evaluation

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

1.4.5.3 Description of Changes

Instructors will make minor changes to rubrics while implementing outcomes in Canvas in order to better assess student success.

1.4.5.4 Distance Learning: Analysis and Evaluation

SR: 93%

CM: 95%

CT: 95%

It is interesting to note that all online sections performed slightly above their F2F counterparts. All students met and exceeded set goals.

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 will make minor changes to rubrics while implementing outcomes in Canvas in order to better assess student success.

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

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

TW: 85% 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 short of 100%.

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 has requested the benchmark be adjusted accordingly:

90% 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.

1.5.5.4 Distance Learning: Analysis and Evaluation

TW: 83% 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%.

1.5.5.5 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

The instructor has requested that the benchmark be adjusted accordingly:

TW: 90% of the students 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

Program Name: DRAM.2366

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 Course

DRAM 2366, Introduction to Cinema

1.1 Division-Department

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: 77% of students who submitted a critique scored 80%, or at least 20 points, on the critical thinking section of the scoring rubric that assessed their analysis of the unifying elements of the film using appropriate cinematic vocabulary. This exceeds the 75% benchmark.

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 will make minor changes to rubric within Canvas in order to better align assessment methods with learning outcomes for this course.

1.4.5.4 Distance Learning: Analysis and Evaluation

CT: 88% of students who submitted a critique and scored at least 80%, or earned at least 20 points, on the CT section of the scoring rubric. This number exceeds the 75% target.

All online sections reported higher scores than their F2F counterparts.

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

Instructor will make minor changes to rubric within Canvas in order to better align assessment methods with learning outcomes for this course.

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

CM: 77% of 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

Instructor will make minor changes to rubric within Canvas in order to better align assessment methods with learning outcomes for this course.

1.5.5.4 Distance Learning: Analysis and Evaluation

CM: 88% of 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.

All online sections reported higher scores than their F2F counterparts in all outcomes.

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

Instructor will make minor changes to rubric within Canvas in order to better align assessment methods with learning outcomes for this course.

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 General

| | |
|----------------------------------|--------------------|
| Education (Use for LEAPs) | 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: 88% of students who submitted an analysis scored 80%, or at least 20 points, on the teamwork section of the scoring rubric that assessed their participation in group activities.

All students met and exceeded set goal.

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

Instructor will make minor changes to rubric within Canvas in order to better align assessment methods with learning outcomes for this course.

1.6.5.4 Distance Learning: Analysis and Evaluation

TW: 95% of students who submitted a critique and scored at least 80%, or earned at least 20 points, on the teamwork section of the scoring rubric. This number exceeds the 75% target.

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

Instructor will make minor changes to rubric within Canvas in order to better align assessment methods with learning outcomes for this course.

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

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

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: 93% of students who submitted one critique scored at least 80% on the SR section of the scoring rubric.

1.7.5.2 Changes as a Result of Analysis and Evaluation

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

1.7.5.3 Description of Changes

Instructor will make minor changes to rubric within Canvas in order to better align assessment methods with learning outcomes for this course.

1.7.5.4 Distance Learning: Analysis and Evaluation

SR: 100% of students who submitted one critique scored at least 80% on the SR section of the scoring rubric.

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

Instructor will make minor changes to rubric within Canvas in order to better align assessment methods with learning outcomes for this course.

Program Name: ECON.2301

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 Course ECON 2301, Principles of Macroeconomics

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 |
| Career Entry Skills | Career Entry Skills (CE): Students will 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 Education (Use for LEAPs) General Education Outcomes

| | |
|-------------------|---|
| Critical Thinking | Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation 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

Economics has recently been moved to social sciences. The data for this entry is unable. A new rubric and assessments need to be generated by the department.

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

Economics has recently been moved to social sciences. A new rubric and assessments need to be generated by the department.

1.4.5.4 Distance Learning: Analysis and Evaluation

Economics has recently been moved to social sciences. A new rubric and assessments need to be generated by the department.

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

Economics has recently been moved to social sciences. A new rubric and assessments need to be generated by the department.

1.5 Measured Outcome

Economics has recently been moved to social sciences. A new rubric and assessments need to be generated by the department.

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

Economics has recently been moved to social sciences. The data for this entry is unable. A new rubric and assessments need to be generated by the department.

1.5.5 Data Summary

Economics has recently been moved to social sciences. The data for this entry is unable. A new rubric and assessments need to be generated by the department.

1.5.5.1 Analysis and Evaluation

Economics has recently been moved to social sciences. The data for this entry is unable. A new rubric and assessments need to be generated by the department.

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

Economics has recently been moved to social sciences. The data for this entry is unable. A new rubric and assessments need to be generated by the department.

1.5.5.4 Distance Learning: Analysis and Evaluation

Economics has recently been moved to social sciences. The data for this entry is unable. A new rubric and assessments need to be generated by the department.

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

Economics has recently been moved to social sciences. A new rubric and assessments need to be generated by the department.

Program Name: ECON.2302

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

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

Economics has recently been moved to social sciences. A new rubric and assessments need to be generated by the department.

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

Economics has recently been moved to social sciences. The data for this entry is unable. A new rubric and assessments need to be generated by the department.

1.4.5 Data Summary

Economics has recently been moved to social sciences. The data for this entry is unable. A new rubric and assessments need to be generated by the department.

1.4.5.1 Analysis and Evaluation

Economics has recently been moved to social sciences. A new rubric and assessments need to be generated by the department.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.4.5.3 Description of Changes

Economics has recently been moved to social sciences. A new rubric and assessments need to be generated by the department.

1.4.5.4 Distance Learning: Analysis and Evaluation

Economics has recently been moved to social sciences. A new rubric and assessments need to be generated by the department.

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

Economics has recently been moved to social sciences. A new rubric and assessments need to be generated by the department.

1.5 Measured Outcome

Economics has recently been moved to social sciences. A new rubric and assessments need to be generated by the department.

1.5.1 Student Learning Outcomes

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

1.5.2 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.

1.5.3 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

Economics has recently been moved to social sciences. The data for this entry is unable. A new rubric and assessments need to be generated by the department.

1.5.5 Data Summary

Economics has recently been moved to social sciences. A new rubric and assessments need to be generated by the department.

1.5.5.1 Analysis and Evaluation

Economics has recently been moved to social sciences. A new rubric and assessments need to be generated by the department.

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

Economics has recently been moved to social sciences. A new rubric and assessments need to be generated by the department.

1.5.5.4 Distance Learning: Analysis and Evaluation

Economics has recently been moved to social sciences. A new rubric and assessments need to be generated by the department.

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

Economics has recently been moved to social sciences. A new rubric and assessments need to be generated by the department.

Program Name: EDUC/PSYC.1300

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

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

71% of students succeeded at this goal, so we were 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

92% 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

97% 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% of students will demonstrate success at Critical Thinking by 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

84% of students were successful with this goal. There was a big improvement from last year's 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

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 90%. 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 79%, we did 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: #6 Sep 1, 2018 to Aug 31, 2019

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 73% 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

Program Name: ENGL.1302

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

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

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 complete (suggested learning activity) and demonstrate at least 70% mastery in (core objective)

In this cycle, 78% 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

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

Instructors 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. In addition, instructors will re-emphasize the process of writing a literature-based research paper utilizing MLA format and documentation guidelines.

1.4.5.4 Distance Learning: Analysis and Evaluation

More of our faculty are attempting to address the core issues in the English 1302 online with the under-performing students. Many ideas are shared with the faculty regarding research topics and the new generation of entering students. We feel that new strategies and tools are now available to us the use through the new LMS This sharing always suggests new approaches to this new and younger student body. The younger students are less engaged than the more mature student body. By

surpassing our benchmark (with 78%), we shall strive to examine best practices using Canvas in our next division meetings this academic year.

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

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: #6 Sep 1, 2018 to Aug 31, 2019

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 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 by the completion of a peer review. 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 (CM): To include effective development,

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

1.4.4 Measure of Success

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

1.4.5 Data Summary

In Technical Writing, our benchmark was achieved (88%). 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 complete (suggested learning activity) and demonstrate at least 70% mastery in (core objective)

1.4.5.1 Analysis and Evaluation

In Technical Writing, our benchmark was achieved (88%). 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 complete (suggested learning activity) and demonstrate at least 70% mastery in (core objective)

1.4.5.2 Changes as a Result of Analysis and Evaluation

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

1.4.5.3 Description of Changes

No changes made

1.4.5.4 Distance Learning: Analysis and Evaluation

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

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

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 strategies that the instructors are utilizing are successful and should be retained in the upcoming academic year.

Program Name: ENGL.2322

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

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

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 complete (suggested learning activity) and demonstrate at least 70% mastery in (core objectives)

In this cycle, our division was successful with an 85% result for this area.

1.4.5.1 Analysis and Evaluation

Strategies are working, yet regarding students that have returned after many years, many earned lower scores on the activity. More attention is needed to help these students reconnect.

1.4.5.2 Changes as a Result of Analysis and Evaluation

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

1.4.5.3 Description of 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

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 85% 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

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 Canvas.

Program Name: ENGL.2323

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

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

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 83% result for this area

1.4.5.1 Analysis and Evaluation

Strategies are working, yet regarding students that have returned after many years, many earned lower scores on the activity. More attention is needed to help these students reconnect.

1.4.5.2 Changes as a Result of Analysis and Evaluation

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

1.4.5.3 Description of Changes

Will give additional support to dual credit and returning students in an effort to increase their success.

1.4.5.4 Distance Learning: Analysis and Evaluation

English 2323 data reflects these areas:

1. SLO: Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.
2. Activity: Students will prepare a written essay analyzing and researching an approved topic related to the differing time periods, cultures, and/or literary elements. Papers will be graded for content, logic, accuracy, structure, and mechanics. Students will self-analyze, link the class to real life, and employ research strategies to generate a written product (WP) in the form of a researched essay.
3. Benchmark: Indicates: 60% of enrolled students will (suggested learning activity) and demonstrate at least 70% mastery in (core objectives)

In this cycle, our division was successful with an 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

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: #6 Sep 1, 2018 to Aug 31, 2019

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 82%.

1.4.5.1 Analysis and Evaluation

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

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 82%

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

We will consider increasing our % of students who will be required to pass the LEAPs project.

Program Name: ENGL.2328

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

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

1.4.5.1 Analysis and Evaluation

Due to a low number of students electing to take ENGL 2327 (American Lit I), ENGL 2328 was not offered during the current teaching cycle. Therefore, there is not analysis and evaluation of data.

1.4.5.2 Changes as a Result of Analysis and Evaluation

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

1.4.5.3 Description of Changes

Due to a low number of students electing to take ENGL 2327 (American Lit I), ENGL 2328 was not offered during the current teaching cycle. Therefore, there are not any changes to be made at this time.

1.4.5.4 Distance Learning: Analysis and Evaluation

Due to a low number of students electing to take ENGL 2327 (American Lit I), ENGL 2328 was not offered during the current teaching cycle. Therefore, there is not analysis and evaluation of data.

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

Due to a low number of students electing to take ENGL 2327 (American Lit I), ENGL 2328 was not offered during the current teaching cycle. Therefore, there are not any changes to be made at this time.

Program Name: ENGL.2332

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

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 95% (53/56) 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: #6 Sep 1, 2018 to Aug 31, 2019

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 96% (68/71) 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: #6 Sep 1, 2018 to Aug 31, 2019

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

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.

1.4.1 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 LEAPs) | General Education Outcomes |
|--|----------------------------------|

| | |
|-------------------------|---|
| Critical Thinking | Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation 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 86% met or exceeded the goal of 70% based upon the common rubric
 Critical thinking 85% met or exceeded the goal of 70% based upon the common rubric
 Personal responsibility 82% met or exceeded the goal of 70% based upon the common rubric
 Social responsibility 91% met or exceeded the goal of 70% based upon the common rubric

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 25% of students met or exceeded 70% based upon the common rubric
 Critical thinking 86% of students met or exceeded 70% based upon the common rubric
 Personal responsibility 88% of students met or exceeded 70% based upon the common rubric
 Social responsibility 89% of students met of exceed 70% based upon the common 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

Students did better with the change from last year. Consider increasing the benchmark from 70 to 72%.

Program Name: GOVT.2306

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

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 LEAPs) General Education Outcomes

LEAPs)

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

1.4.4 Measure of Success

60% of 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: #6 Sep 1, 2018 to Aug 31, 2019

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 82% of students met or exceeded 15 points out of 25 points on rubric
Critical thinking 81% of students met or exceeded 15 points out of 25 points on rubric
Social responsibility 87% of students met or exceeded 15 points out of 25 points on rubric
Personal responsibility 86% 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

Students enrolled in HIST 1301 on line were successful in their learning and application of critical thinking, communication, personal responsibility, and social responsibility.
Communication 80% of students met or exceeded 15 out of 25 on the rubric
Critical thinking 82% of students met or exceeded 15 out of 25 on the rubric
Social responsibility 78% of students met or exceeded 15 out of 25 on the rubric
Personal responsibility 84% 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: #6 Sep 1, 2018 to Aug 31, 2019

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 and critical thinking and social and personal responsibility by the activity.

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. (SR and PR)

Each written critique will reflect the ability to analyze the authors purpose in writing, fulfillment of that purpose. (CT and CM)

Students will required to indicate the ideological bias of the author of the secondary work in his or her conclusions (CT and CM)

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 students assessed with achieve a score of 50 or greater on the rubric. The rubric has been reworked for this cycle and it is attached.

[HistoryRubric2019](#) [XLSX 11 KB AUG 26, 2019]

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 88% met or exceeded 15 out of 25 on the rubric

Critical thinking 88% met or exceeded 15 out of 25 on the rubric

Personal responsibility 88% met or exceeded 15 out of 25 on the rubric

Social responsibility 88% 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 70% of students met or exceeded 15 out of 25 on the rubric

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

Personal responsibility 99% of students met or exceeded 15 out of 25 on the rubric

Social responsibility 99% of students met or exceeded 15 out of 25 on the rubric

New rubric will be used for this cycle.

[HistoryRubric2019](#) [XLSX 11 KB AUG 26, 2019]

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

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

1.4.5.6 Distance Learning: Description of Changes

New rubric will be used for this cycle.

Program Name: HIST.2301
Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

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 LEAPs) General Education Outcomes

LEAPs)

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

1.4.4 Measure of Success

60% of 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: #6 Sep 1, 2018 to Aug 31, 2019

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

SLO 1:1. Students will gain understanding of the ways in which the Humanities engage, express, and inform diverse human experiences, situated within distinctive social, cultural, and historical settings, through the analysis and interpretation of works of art, religion, philosophy, and literature, selected from a variety of world cultures and apply multiple theoretical, critical, and analytical perspectives to the study of history, the arts, and the humanities, in order to interpret and appreciate the humanistic traditions of diverse cultures and peoples.

Activity: All students will be assessed of their understanding of the concept of dark and light in relation to the arts and the humanities. An essay question will be implemented to assess each students ability to communicate their comprehension of this concept. The essay question will be graded on a rubric based on a 4.0 scale. Expected results for this baseline use of the outcome are an average of 3.0 for Comprehension/Critical Thinking and 3.0 for Written Communication Skills.

Benchmark: 95%/75%

Indicates: 95% of enrolled students who attempted the suggested learning activity demonstrated at least 75% mastery of the specified assignment

This cycle: 82% achieved mastery.

1.4.5.1 Analysis and Evaluation

We will visit the SLO, benchmark, and activity in our fall meeting. A possible change will need to take place.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.4.5.3 Description of 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

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

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

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: 95%/75%

Indicates: 95% of enrolled students who attempted the suggested learning activity demonstrated at least 75% mastery of the specified assignment

This cycle, we fell short of this benchmark with only 82% achieving mastery.

1.5.5.1 Analysis and Evaluation

Students showed improvement from last cycle and performed above benchmark standard.

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

A new textbook will be utilized for the upcoming year due to the current text being discontinued. All instructors will also utilize the Canvas Outcomes to report LEAPs data.

1.5.5.4 Distance Learning: Analysis and Evaluation

Professors will continue to increase the amount of communication they have with online students in an effort to encourage students to stay on target with their online assignments.

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

Professors will continue to increase the amount of communication they have with online students in an effort to encourage students to stay on target with their online assignments.

Program Name: MATH.1314

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 Course

MATH 1314 College Algebra

1.1 Division-Department

Mathematics

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.

A LEAP assessment will be given either as a separate instrument, with a major exam, or with the final exam.

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

We 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).

CT: 70% for success / goal is 75% of assessed students are successful

CM: 70% for success / goal is 75% of assessed students are successful

EQ: 70% for success / goal is 75% of assessed students are successful

1.4.5 Data Summary

1519 students were enrolled - 271 Dual credit, 848 f2f (360 stand-alone and 488 Deco), 400 online (204 stand-alone and 196 Deco) students

*835 stand-alone and 684 Deco students

69 sections - 18 Dual credit classes, 36 F2F (13 stand-alone and 23 Deco) classes, 15 online (6 Stand-alone and 9 Deco) classes

*37 Stand-alone and 32 Deco classes

1098 students were assessed - 259 Dual credit, 566 f2f (279 Stand-alone and 287 Deco), 273 online (152 Stand-alone and 121 Deco) students

*690 stand-alone and 408 Deco students

Success rates by Core Objectives were:

CM: 74% Dual credit, 58% stand-alone f2f, 34% Deco F2F, 71% stand-alone online, 60% Deco online, 57% overall

*67% Stand-alone and 42% Deco

CT: 80% Dual credit, 53% stand-alone f2f, 32% Deco f2f, 79% stand-alone online, 60% Deco online, 58% overall

*69% Stand-alone and 40% Deco

EQ: 73% Dual credit, 52% stand-alone f2f, 28% Deco f2f, 81% stand-alone online, 63% Deco online, 56% overall

*66% Stand-alone and 38% Deco

1.4.5.1 Analysis and Evaluation

28% of all students enrolled were not available for assessment.

This percentage accounts for 41% of Deco face-to-face students and 38% of Deco online students with no data.

Goals of 75% for all core objectives were not met.

When reviewing the results of the stand-alone classes, the goals for all core objectives were very close.

We are adding two new courses next year, Devl 0309 Beginning Algebra and Deco 0324 for Business Math. These two courses will pull the students from the Deco 0314. The lowest group of students with TSI score of 324 and lower will enroll in Devl 0309 and students majoring in Business will enroll in Deco

0324. These changes should effect the results for the Deco course in the upcoming 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

Based on the same goals as last year, 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. We are interested in improving the overall results of both the stand-alone and co-requisite (Deco) course.

Deco students are required to complete mandatory tutoring if repeating the Deco course. In addition, Deco students taking the Deco course for the third time will be required to meet with a mentor.

1.4.5.4 Distance Learning: Analysis and Evaluation

28% of all students enrolled were not available for assessment.

This percentage accounts for 41% of Deco face-to-face students and 38% of Deco online students with no data.

Goals of 75% for all core objectives were not met.

When reviewing the results of the stand-alone classes, the goals for all core objectives were very close.

We are adding two new courses next year, Devl 0309 Beginning Algebra and Deco 0324 for Business Math. These two courses will pull the students from the Deco 0314. The lowest group of students with TSI score of 324 and lower will enroll in Devl 0309 and students majoring in Businss will enroll in Deco 0324. These changes should effect the results for the Deco course in the upcoming year.

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

Based on the same goals as last year, 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. We are interested in improving the overall results of both the stand-alone and co-requisite (Deco) course.

Deco students are required to complete mandatory tutoring if repeating the Deco course. In addition, Deco students taking the Deco course for the third time will be required to meet with a mentor.

Program Name: MATH.1324

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 Course

MATH 1324 Mathematics for Business and Social Sciences

1.1 Division-Department

Mathematics

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

Demonstrate fundamental probability techniques and application of those techniques, including expected value, to solve problems.

1.4.2 Learning Activities

Students will be assigned to turn in homework problems requiring them to solve basic probability problems. They will be required to show step-by-step evolution of their results and to choose a logical method of solution that is clear and precise. They will need to connect probabilities calculated to written problems that model real word situations. Good mechanics in written presentation, organization, and logic, as well as the accuracy of the quantitative measures and the written presentation will determine a grade on each problem. Solving these problems on quizzes and tests will also be used to teach this outcome and will require the same format for problems.

A LEAP assessment will be given either as a separate instrument, with a major exam, or with the final exam.

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

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

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

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

1.4.5 Data Summary

104 students were enrolled - 49 face-to-face and 55 online students

4 sections - 2 F2F classes, 2 online classes.

68 students were assessed - 41 face-to-face and 27 online students

Success rates by Core Objectives were:

CM: 88% face-to-face, 74% online, 82% overall

CT: 90% face-to-face, 63% online, 79% overall

EQ: 88% face-to-face, 67% online, 79% overall

1.4.5.1 Analysis and Evaluation

35% of all students enrolled were not available for assessment.

This percentage accounts for 16% of face-to-face students and 51% of internet students with no data.

All goals of 65% 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 or change the benchmark level for the assessment next year.

1.4.5.4 Distance Learning: Analysis and Evaluation

35% of all students enrolled were not available for assessment.

This percentage accounts for 16% of face-to-face students and 51% of internet students with no data.

All goals of 65% 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 or change the benchmark level for the assessment next year.

Program Name: MATH.1325

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 Course

MATH 1325 Calculus for Business and Social Sciences

1.1 Division-Department

Mathematics

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 calculus to solve business, economics, and social sciences problems.

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.

A LEAP assessment will be given either as a separate instrument, with a major exam, or with the final 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 |
| Empirical 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: 65% for success / 65% of assessed students successful is goal

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

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

1.4.5 Data Summary

30 students were enrolled - 22 face-to-face and 8 online students

3 sections - 2 F2F class, 1 online class.

22 students were assessed - 18 face-to-face and 4 online students

Success rates by Core Objectives were:

CM: 94% face-to-face, 25% online, 82% overall

CT: 94% face-to-face, 25% online, 82% overall

EQ: 94% face-to-face, 25% online, 82% overall

1.4.5.1 Analysis and Evaluation

27% of all students enrolled were not available for assessment.

This percentage accounts for 18% of face-to-face students and 50% of online students with no data.

Overall, all goals were met.

Although goals were met, online rates were extremely low compared to face-to-face.

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

27% of all students enrolled were not available for assessment.

This percentage accounts for 18% of face-to-face students and 50% of online students with no data.

Overall, all goals were met.

Although goals were met, online rates were extremely low compared to face-to-face.

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

Redefine benchmark level (increase, if benchmark is met)

1.4.5.6 Distance Learning: Description of Changes

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.1332

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 Course

MATH 1332 Contemporary Mathematics

1.1 Division-Department

Mathematics

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.

A LEAP assessment will be given either as a separate instrument, with a major exam, or with the final 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 |
| Empirical 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

We 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).

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

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

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

1.4.5 Data Summary

440 students were enrolled - 230 f2f (76 stand-alone and 154 Deco), 169 online (67 stand-alone and 102 Deco), and 41 ITV (18 stand-alone and 23 Deco) students

*161 stand-alone and 279 Deco students

21 sections - 10 F2F (3 stand-alone and 7 Deco) classes, 8 online (3 Stand-alone and 5 Deco) classes, and 3 ITV (2 Stand-alone and 1 Deco).

*8 Stand-alone and 13 Deco classes

327 students were assessed - 184 f2f (70 Stand-alone and 114 Deco), 107 online (50 Stand-alone and 57 Deco), and 36 ITV (17 Stand-alone and 19 Deco) students

*137 stand-alone and 190 Deco students

Success rates by Core Objectives were:

CM: 69% stand-alone f2f, 77% Deco F2F, 36% stand-alone online, 58% Deco online, 88% stand-alone ITV, 95% Deco ITV, 67% overall

*59% Stand-alone and 73% Deco

CT: 89% stand-alone f2f, 81% Deco f2f, 84% stand-alone online, 81% Deco online, 76% stand-alone ITV, 79% Deco ITV, 83% overall

*85% Stand-alone and 81% Deco

EQ: 89% stand-alone f2f, 78% Deco f2f, 80% stand-alone online, 75% Deco online, 71% stand-alone ITV, 84% Deco ITV, 80% overall

*83% Stand-alone and 78% Deco

1.4.5.1 Analysis and Evaluation

26% of all students enrolled were not available for assessment.

This percentage accounts for 44% of Deco online students (highest group) with no data.

Goals of 70% for CT and EQS were met; however, CM goal was not met, but very close.

The overall results were slightly higher than those from last year. CM: 65% overall CT: 79% overall EQ: 77% overall

This improvement is based on 1st year results of teaching the co-requisite courses.

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 for two core objectives and very close for the last one, Math faculty will select a different learning outcome or change the benchmark level for the assessment next year.

1.4.5.4 Distance Learning: Analysis and Evaluation

26% of all students enrolled were not available for assessment.

This percentage accounts for 44% of Deco online students (highest group) with no data.

Goals of 70% for CT and EQS were met; however, CM goal was not met, but very close.

The overall results were slightly higher than those from last year. CM: 65% overall CT: 79% overall EQ: 77% overall

This improvement is based on 1st year results of teaching the co-requisite courses.

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 for two core objectives and very close for the last one, Math faculty will select a different learning outcome or change the benchmark level for the assessment next year.

Program Name: MATH.1342

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 Course

MATH 1342 Statistics

1.1 Division-Department

Mathematics

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.

A LEAP assessment will be given either as a separate instrument, with a major exam, or with the final 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 |
| Empirical 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

We 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).

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

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

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

1.4.5 Data Summary

895 students were enrolled - 133 Dual credit, 387 f2f (228 stand-alone and 159 Deco), 375 online (255 stand-alone and 120 Deco) students

*616 stand-alone and 279 Deco students

49 sections - 12 Dual credit classes, 24 F2F (13 stand-alone and 11 Deco) classes, 13 online (8 Stand-alone and 5 Deco) classes

*33 Stand-alone and 16 Deco classes

688 students were assessed - 118 Dual credit, 317 f2f (187 stand-alone and 130 Deco), 249 online (177 stand-alone and 72 Deco) students

*482 stand-alone and 202 Deco students

Success rates by Core Objectives were:

CM: 86% Dual credit, 65% stand-alone f2f, 38% Deco F2F, 74% stand-alone online, 56% Deco online, 65% overall

*73% Stand-alone and 45% Deco

CT: 90% Dual credit, 60% stand-alone f2f, 33% Deco f2f, 73% stand-alone online, 47% Deco online, 62% overall

*72% Stand-alone and 38% Deco

EQ: 89% Dual credit, 56% stand-alone f2f, 30% Deco f2f, 68% stand-alone online, 38% Deco online, 58% overall

*68% Stand-alone and 33% Deco

1.4.5.1 Analysis and Evaluation

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

This percentage accounts for 31% of stand-alone online students and 40% of Deco online students (two highest groups) with no data.

Overall, goals of 70% for all core objectives were not met.

When reviewing the results of the stand-alone classes, the goals for CM and CT were met and EQ was very close.

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

Based on the same goals as last year, 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. We are interested in improving the overall results of both the stand-alone and co-requisite (Deco) course.

Deco students are required to complete mandatory tutoring if repeating the Deco course. In addition, Deco students taking the Deco course for the third time will be required to meet with a mentor.

1.4.5.4 Distance Learning: Analysis and Evaluation

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

This percentage accounts for 31% of stand-alone online students and 40% of Deco online students (two highest groups) with no data.

Overall, goals of 70% for all core objectives were not met.

When reviewing the results of the stand-alone classes, the goals for CM and CT were met and EQ was very close.

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

Based on the same goals as last year, 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. We are interested in improving the overall results of both the stand-alone and co-requisite (Deco) course.

Deco students are required to complete mandatory tutoring if repeating the Deco course. In addition, Deco students taking the Deco course for the third time will be required to meet with a mentor.

Program Name: MATH.1350

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 Course

MATH 1350 Mathematics for Teachers I (Fundamentals of Mathematics I)

1.1 Division-Department

Mathematics

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

Explain and model computations with fractions, decimals, ratios, and percentages.

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.

A LEAP assessment will be given either as a separate instrument, with a major exam, or with the final 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 |
| Empirical 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% for success / 70% of assessed students will be successful is goal

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

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

1.4.5 Data Summary

54 students were enrolled - 26 face-to-face and 28 online students

2 sections - 1 F2F class, 1 online class

42 students were assessed - 26 face-to-face and 16 online students

Success rates by Core Objectives were:

CM: 92% face-to-face, 100% online, 95% overall

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

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

1.4.5.1 Analysis and Evaluation

22% of all students enrolled were not available for assessment.

This percentage accounts for 43% of online students with no data.

Overall, all goals of 70% 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 or change the benchmark level for the assessment next year.

1.4.5.4 Distance Learning: Analysis and Evaluation

22% of all students enrolled were not available for assessment.

This percentage accounts for 43% of online students with no data.

Overall, all goals of 70% 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 or change the benchmark level for the assessment next year.

Program Name: MATH.1351

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 Course

MATH 1351 Mathematics for Teachers II (Fundamentals of Mathematics II)

1.1 Division-Department

Mathematics

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

Perform geometric transformations.

1.4.2 Learning Activities

Homework, quizzes, presentations, and tests will require students to perform geometric transformations. 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. Students will need to choose among several approaches and to relate new material to older established mathematical models.

A LEAP assessment will be given either as a separate instrument, with a major exam, or with the final 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 |
| Empirical 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: 75% for success / goal is 70% of assessed students are successful

CM: 75% for success / goal is 70% of assessed students are successful

EQ: 75% for success / goal is 70% of assessed students are successful

1.4.5 Data Summary

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

2 sections - 1 F2F class, 1 online class

25 students were assessed - 10 face-to-face and 15 online students

Success rates by Core Objectives were:

CM: 0% face-to-face, 67% online, 40% overall

CT: 0% face-to-face, 67% online, 40% overall

EQ: 0% face-to-face, 67% online, 40% overall

1.4.5.1 Analysis and Evaluation

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

This percentage accounts for 40% of online students with no data.

The overall goal of 70% was not met for any of the core 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

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 40% of online students with no data.

The overall goal of 70% was not met for any of the core objectives.

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

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.2312

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 Course

MATH 2312 Pre-Calculus Math

1.1 Division-Department

Mathematics

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 algebraic and transcendental functions and solve related equations.

1.4.2 Learning Activities

Homework requiring written solutions of algebraic and transcendental function 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 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.

A LEAP assessment will be given either as a separate instrument, with a major exam, or with the final 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 |
| Empirical 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: 65% for success / goal is 65% of assessed students will be successful

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

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

1.4.5 Data Summary

222 students were enrolled - 127 Dual credit, 46 face-to-face, and 49 online students

14 sections - 9 Dual credit classes, 3 F2F class, 2 online class.

190 students were assessed - 121 Dual credit, 30 face-to-face, and 39 online students

Success rates by Core Objectives were:

CM: 66% Dual credit, 63% face-to-face, 87% online, 70% overall

CT: 68% Dual credit, 60% face-to-face, 97% online, 73% overall

EQ: 62% Dual credit, 57% face-to-face, 97% online, 68% overall

1.4.5.1 Analysis and Evaluation

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

This percentage accounts for 35% of face-to-face students and 20% of online students with no data.

Overall, all goals of 65% 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 or change the benchmark level 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 35% of face-to-face students and 20% of online students with no data.

Overall, all goals of 65% 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 or change the benchmark level for the assessment next year.

Program Name: MATH.2318

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 Course

MATH 2318 Linear Algebra

1.1 Division-Department

Mathematics

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.

A LEAP assessment will be given either as a separate instrument, with a major exam, or with the final exam.

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

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

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

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

No sections offered online.

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

No sections offered online.

Program Name: MATH.2320

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 Course

MATH 2320 Differential Equations

1.1 Division-Department

Mathematics

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.

A LEAP assessment will be given either as a separate instrument, with a major exam, or with the final 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 |
| Empirical 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: for success is 85% / goal is 85% of assessed students are successful

CM: for success is 85% / goal is 85% of assessed students are successful

EQ: for success is 85% / goal is 85% of assessed students are successful

1.4.5 Data Summary

3 students were enrolled - 3 face-to-face students

1 F2F class

3 students were assessed - 3 face-to-face students

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 of 85% 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 or change the benchmark level for the assessment next year.

1.4.5.4 Distance Learning: Analysis and Evaluation

No online sections offered

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

No online sections offered

Program Name: MATH.2413

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 Course

MATH 2413 Calculus I

1.1 Division-Department

Mathematics

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

1) Draw graphs of algebraic and transcendental functions considering limits, continuity, and differentiability at a point to evaluate the Core Objective CM.

2) Use differentiation rules to differentiate algebraic and transcendental functions to evaluate the Core Objectives CT and EQ.

1.4.2 Learning Activities

1) Students will work homework problems using first and second derivative tests and limits to find critical points, relative extrema, and inflection points and to sketch the graphs of algebraic and transcendental functions. These homework problems will require written step-by-step justification for students conclusions, and will also be graded on the logic of their written work, the mechanics of correct solutions, and the connection to the lesson at hand. Each principle will be applied to several different situations. Students will need to choose between different approaches and to relate new material to older established mathematical methods. Solving problems on quizzes and tests will also require the same format and will thus also be an avenue for students to learn this material.

2) Homework problems using differentiation rules will require students to choose a formula, detail how the problem was solved using that formula in a step-by-step justification for conclusions drawn. Problems will require students to apply differentiation rules to many different situations and to verify the reasonableness of the solutions. Solving these problems on quizzes and tests will also require the same format for problems and thus will also serve to teach this topic.

A LEAP assessment will be given either as a separate instrument, with a major exam, or with the final 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 |
| Empirical 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: 65% for success / goal is 65% of assessed students are successful
 CM: 65% for success / goal is 65% of assessed students are successful
 EQ: 65% for success / goal is 65% of assessed students are successful

1.4.5 Data Summary

146 students were enrolled - 52 Dual credit students, 42 face-to-face students, and 43 online students
 11 sections - 6 dual credit classes, 3 F2F classes, 2 online classes.
 122 students were assessed - 48 Dual credit, 35 face-to-face, and 39 online students

Success rates by Core Objectives were:

CM: 96% Dual credit, 89% face-to-face, 90% online, 92% overall
 CT: 96% Dual credit, 86% face-to-face, 92% online, 92% overall
 EQ: 94% Dual credit, 83% face-to-face, 92% online, 90% overall

1.4.5.1 Analysis and Evaluation

16% of all students enrolled were not available for assessment.
 This percentage accounts for 17% of face-to-face students and 25% of online students with no data.
 Overall, all goals of 65% 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 or change the benchmark level for the assessment next year.

1.4.5.4 Distance Learning: Analysis and Evaluation

16% of all students enrolled were not available for assessment.
 This percentage accounts for 17% of face-to-face students and 25% of online students with no data.
 Overall, all goals of 65% 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 or change the benchmark level for the assessment next year.

Program Name: MATH.2414

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 Course

MATH 2414 Calculus II

1.1 Division-Department

Mathematics

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.

A LEAP assessment will be given either as a separate instrument, with a major exam, or with the final 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 |
| Empirical 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: 75% for success / goal is 70% of assessed students are successful
 CM: 75% for success / goal is 70% of assessed students are successful
 EQ: 75% for success / goal is 70% of assessed students are successful

1.4.5 Data Summary

44 students were enrolled - 32 face-to-face including 13 Dual credit students and 12 online students
 5 sections - 2 F2F class, 2 dual credit classes, 1 online class.
 41 students were assessed - 31 face-to-face including 13 Dual credit students and 10 online students

Success rates by Core Objectives were:
 CM: 92% Dual credit, 100% face-to-face, 80% online, 93% overall
 CT: 92% Dual credit, 94% face-to-face, 100% online, 95% overall
 EQ: 85% Dual credit, 100% face-to-face, 100% online, 95% overall

1.4.5.1 Analysis and Evaluation

7% of all students enrolled were not available for assessment.
 This percentage accounts for 17% of online students with no data which is lower than the 45% of online students last year.
 Overall, all goals of 70% 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 or change the benchmark level for the assessment next year.

1.4.5.4 Distance Learning: Analysis and Evaluation

7% of all students enrolled were not available for assessment.
 This percentage accounts for 17% of online students with no data which is lower than the 45% of online students last year.
 Overall, all goals of 70% 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 or

change the benchmark level for the assessment next year.

Program Name: MATH.2415

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 Course

MATH 2415 Calculus III

1.1 Division-Department

Mathematics

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

Perform calculus operations on vector-valued functions, including derivatives, integrals, curvature, displacement, velocity, acceleration, and torsion.

1.4.2 Learning Activities

Homework requiring written solutions of problems involving vector-valued functions will assigned and graded on each students step-by-step justification for his/her solution, on the logic of their written work, and on 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 several situations. Students will need to choose among several approaches and to relate the new material to older established derivative and integral formulas and established mathematical methods. Since solving problems on quizzes and tests will require the same format, these will also be used as learning activities for this outcome.

A LEAP assessment will be given either as a separate instrument, with a major exam, or with the final exam.

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

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

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

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

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

No sections offered online.

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

No sections offered online.

Program Name: MUSI.1306

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 Course

MUSI 1306, Music Appreciation

1.1 Division-Department

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 80% of the available points for this element.

1.4.5 Data Summary

1.4.5.1 Analysis and Evaluation

TW: 79% of students scored at least an 80 of the available points for this element.

TW (DL): 82%

1.4.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.4.5.3 Description of Changes

F2F Instructors will utilize Peer evaluations as part of their assessment of participation for teamwork activities.

1.4.5.4 Distance Learning: Analysis and Evaluation

TW (DL): 82%

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 is working with Dr. Collier to develop discussion board group projects that are directly tied to Bloom's Taxonomy, as part of a case study.

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 support their opinion of the performance.

1.5.5 Data Summary

1.5.5.1 Analysis and Evaluation

CM: 72% of students scored at least a 4 on the critical thinking portion of the rubric, based on their ability to support their opinion of the performance.

CT: 67% of students scored at least a 4 on the communication portion of the rubric, based on their ability to support their opinion of the performance.

Both scores fall below the benchmark.

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

Instructors will revise rubrics and implement class assignments in Canvas, utilizing the Outcomes tool, in order to provide consistent assessments and clear expectations for students.

1.5.5.4 Distance Learning: Analysis and Evaluation

CM: 92%

CT: 92%

Scores significantly higher than reporting data from F2F counterparts.

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

Instructor will continue to make minor adjustments to rubric in order to hold students to a higher standard of performance.

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

CT: 67% of students scored at least a 4 on the communication portion of the rubric, based on their ability to support their opinion of the performance.

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

Instructors will revise rubrics and implement class assignments in Canvas, utilizing the Outcomes tool, in order to provide consistent assessments and clear expectations for students.

1.6.5.4 Distance Learning: Analysis and Evaluation

CM: 92%

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

Instructor will continue to make minor adjustments to rubric in order to hold students to a higher standard of performance.

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: 79% of students scored a 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

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

1.7.5.3 Description of Changes

Instructors acknowledge the difficulty in engaging non-traditional students in campus performances. They will look into live-streaming concerts given on campus, providing accessibility to students who are unable to attend due to distance, financial, or family obligations.

1.7.5.4 Distance Learning: Analysis and Evaluation

SR (DL): 82%

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

Instructors acknowledge the difficulty in engaging non-traditional students in campus performances. They will look into live-streaming concerts given on campus, providing accessibility to students who are unable to attend due to distance, financial, or family obligations.

Program Name: MUSI.1307

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 Course

MUSI 1307, Music Literature

1.1 Division-Department

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

TW: 100% of students earned at least 70% of the available points for this element.

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 will create a Canvas shell to utilize the Outcomes tool for this assessment.

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

CT: 100% of students demonstrated 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.

1.5.5.2 Changes as a Result of Analysis and Evaluation

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

1.5.5.3 Description of Changes

Instructor will create a Canvas shell to utilize the Outcomes tool for this assessment.

1.5.5.4 Distance Learning: Analysis and Evaluation

Not applicable N/A

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 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 reports.

1.6.5 Data Summary

1.6.5.1 Analysis and Evaluation

CM: 100% of students 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

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

1.6.5.3 Description of Changes

Instructor will create a Canvas shell to utilize the Outcomes tool for this assessment.

1.6.5.4 Distance Learning: Analysis and Evaluation

Not applicable N/A

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 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: 100% of students 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

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

1.7.5.3 Description of Changes

Instructor will create a Canvas shell to utilize the Outcomes tool for this assessment.

1.7.5.4 Distance Learning: Analysis and Evaluation

Not applicable N/A

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: #6 Sep 1, 2018 to Aug 31, 2019

1 Course

MUSI 1310, American Music

1.1 Division-Department

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.

Students will participate in a group activity where they will submit peer-reviewed memorization tools that will facilitate studying for the listening portion of their final exam. Scoring will be based on participation, interactions, and level of content provided in discussion boards.

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

Teamwork

Teamwork (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

TW: 86% of students demonstrated a minimum rating of 4 on the Teamwork portion of the rubric.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.4.5.3 Description of Changes

Instructor will utilize peer reviewed assignments through discussion boards in order to better assess student participation.

1.4.5.4 Distance Learning: Analysis and Evaluation

TW: 86%

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

Instructor will utilize peer reviewed assignments through discussion boards in order to better assess student participation.

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.

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.

1.5.5 Data Summary

1.5.5.1 Analysis and Evaluation

CM: 92% of the students demonstrated a minimum rating of 4 on the Critical Thinking portion of the rubric.

CT: 86% of the students demonstrated a minimum rating of 4 on the Communication portion of the rubric, based on their operational writing skills and /or effective oral presentation skills.

1.5.5.2 Changes as a Result of Analysis and Evaluation

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

1.5.5.3 Description of Changes

Instructor will make minor changes to rubric in order to more effectively analyze and assess outcome assessments.

1.5.5.4 Distance Learning: Analysis and Evaluation

CM: 92% of the students demonstrated a minimum rating of 4 on the Critical Thinking portion of the rubric.

CT: 86% of the students demonstrated a minimum rating of 4 on the Communication portion of the rubric, based on their operational writing skills and /or effective oral presentation skills.

1.5.5.5 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

Instructor will make minor changes to rubric in order to more effectively analyze and assess outcome assessments.

1.6 Measured Outcome

1.6.1 Student Learning Outcomes

Students will demonstrate social responsibility.

1.6.2 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

1.6.3 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

75% of the students will rate 4 or higher on the Social Responsibility portion of the rubric due to their attendance of the musical performance.

1.6.5 Data Summary

1.6.5.1 Analysis and Evaluation

SR: 74% of students rated 4 or higher on the SR portion of the rubric due to their attendance of the musical performance.

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

Instructors acknowledge the difficulty in engaging non-traditional students in campus performances. Rather than requiring students to attend a live performance, the instructor requested altering the activity: students will demonstrate an understanding of SR by examining the socioeconomic influence and the historical context of two musical genres through a formal essay.

1.6.5.4 Distance Learning: Analysis and Evaluation

SR: 74%

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

Instructor will make minor changes to rubric in order to more effectively analyze and assess outcome assessments.

Program Name: PHIL.2306

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

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 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

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

| | |
|-------------------------|---|
| Social Responsibility | Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities |
| Personal Responsibility | Personal Responsibility (PR): To include the ability to connect choices, actions, and consequences to ethical decision-making |

1.4.4 Measure of Success

65% of the students will score 70% or higher on the department 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 PHIL 2306 face to face were successful with their learning and application of critical thinking, communication, personal responsibility and social responsibility.
Communication 75% of students scored 24 or better out of 30 on the rubric
Critical thinking 88% of students scored 30 or better out of 40 on the rubric
Personal responsibility 92% of students scored 30 or better out of 40 on the rubric
Social responsibility 93% 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

The rubric will be evaluated by the instructors in the course and changes will be made as result of this year's results.

1.4.5.4 Distance Learning: Analysis and Evaluation

Students enrolled in PHIL 2306 on line were successful in their learning and application of critical thinking, communication, personal responsibility and social responsibility in their on line classes
Communication 76% of students met or exceeded 24 points out of 30 in the rubric
Critical thinking 95% of students met or exceeded 30 points out of 40 in the rubric
Personal responsibility 92% of students met or exceeded 30 points in the rubric
Social responsibility 95% 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 rubric based upon the results of this year.

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

| | |
|-------------------------|---|
| Critical Thinking | Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation 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 |

1.5.4 Measure of Success

65% of the students will score 70% or higher on the department approved rubric.

1.5.5 Data Summary

1.5.5.1 Analysis and Evaluation

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

Review rubric based upon results.

1.5.5.4 Distance Learning: Analysis and Evaluation

Review rubric based upon results.

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

| | |
|-------------------------|---|
| Critical Thinking | Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation 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 |

1.6.4 Measure of Success

60% of students will score at least 25 points on each of the department approved rubrics for CT, Communication, Personal Responsibility and Social Responsibility.

1.6.5 Data Summary

Review rubric based upon results from this year.

1.6.5.1 Analysis and Evaluation

Review rubric based upon 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 |
|--|----------------------------|

Critical Thinking

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

1.7.4 Measure of Success

60% of the students will score 25 points or higher on department approved rubric in each area, CT, communication, personal responsibility, and social responsibility.

1.7.5 Data Summary

Evaluate the results and rubric and administration of the assessments and make changes.

1.7.5.1 Analysis and Evaluation

Review rubric used and results.

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: #6 Sep 1, 2018 to Aug 31, 2019

1 Course

PHYS 1401

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

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

1.4.2 Learning Activities

Students will be assigned a laboratory experiment to be performed in a group. The group will be required to utilize proper lab techniques to obtain the desired outcome. The group will analyze data obtained from the experiment and relate the results to theory discussed in lecture. Participation in the lab experiment 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 |
| Teamwork | Teamwork (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 of 60% of the students will receive 70% of the possible points for each core objective (CM, CT, EQ, TW).

1.4.5 Data Summary

16 students from 1 face-to-face section of PHYS 1401, 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 - 94%

CT - 100%

EQR - 87.5%

TW - 100%

1.4.5.1 Analysis and Evaluation

The benchmark was met for the face-to-face classes in communication, critical thinking, empirical and quantitative data, and teamwork in the fall 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

The physics 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 science 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 to 75% as we have met all of the benchmarks set for the 2018-2019 school year in the face-to-face 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: PHYS.1402

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 Course

PHYS 1402

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

Develop techniques to set up and perform experiments, collect data from those experiments, and formulate conclusions from an experiment.

1.4.2 Learning Activities

Students will be assigned a laboratory experiment to be performed in a group. The group will be required to utilize proper lab techniques to obtain the desired outcome. The group will analyze data obtained from the experiment and relate the results to theory discussed in lecture. Participation in the lab experiment 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 |
| Teamwork | Teamwork (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 of 60% of the students will receive 70% of the possible points for each core objective (CM, CT, EQ, TW).

1.4.5 Data Summary

11 students from 1 face-to-face section of PHYS 1402, 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 - 91%

CT - 91%

EQR - 91%

TW - 91%

Those not available for assessment (probably an indication of the drop out rate) were 9% for face-to-face students in the spring semester.

1.4.5.1 Analysis and Evaluation

The benchmark was met for the face-to-face classes in communication, critical thinking, empirical and quantitative data, and teamwork in the spring 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

The physics 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 science 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 to 75% as we have met all of the benchmarks set for the 2018-2019 school year in the face-to-face 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: PHYS.1415

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 Course

PHYS 1415

1.1 Division-Department

Science - Physical 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 |
|--|----------------------------|

Critical Thinking

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation 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 demonstrate the ability to follow written and oral instructions in setting up and using simple scientific apparatus.

1.4.2 Learning Activities

Students will be assigned a laboratory experiment to be performed in a group. The group will be required to utilize proper lab techniques to obtain the desired outcome. The group will analyze data obtained from the experiment and relate the results to theory discussed in lecture. Participation in the lab experiment 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 |
| Teamwork | Teamwork (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 of 60% of the students will receive 70% of the possible points for each core objective (CM, CT, EQ, TW).

1.4.5 Data Summary

36 students from 3 face-to-face sections of PHYS 1415, 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 - 61%
CT - 61%
EQR - 50%
TW - 56%

23 students from 1 distance learning (online) sections 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 - 52%
CT - 39%
EQR - 39%
TW - 0%

32 students from 1 distance learning (online) sections of PHYS 1415, were assessed for the spring semester. Percents of assessed students who were successful at reaching the benchmark 70% score, by Core Objective were:

COM - 31%
CT - 31%
EQR - 44%
TW - 53%

Those not available for assessment (probably an indication of the drop out rate) ranged from 33% for face-to-face students and 34% for distance learning students in the fall to 47% for distance learning students in the spring semester.

1.4.5.1 Analysis and Evaluation

The benchmark was not met for the face-to-face classes in communication, critical thinking, empirical and quantitative data, and teamwork 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

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 physical science 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 science faculty are currently constructing a common rubric to use for assessing the lab reports to ensure the data reported is equal. We have kept the benchmark at its current level as we have not met all of the benchmarks set for the 2018-2019 school year in the online classes. We plan to offer additional help in properly constructing the lab reports either during lab time as well as offer additional instruction during office hours.

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

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 physical science 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 science faculty are currently constructing a common rubric to use for assessing the lab reports to ensure the data reported is equal. We have kept the benchmark at its current level as we have not met all of the benchmarks set for the 2018-2019 school year in the online classes. We plan to offer additional help in properly constructing the lab reports either during lab time as well as offer additional instruction during office hours.

Program Name: PHYS.1417

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 Course

PHYS 1417

1.1 Division-Department

Science - Physical 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 |
|-----------------------------------|----------------------------|
|-----------------------------------|----------------------------|

Critical Thinking

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation 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 demonstrate the ability to follow written and oral instructions in setting up and using simple scientific apparatus.

1.4.2 Learning Activities

Students will be assigned a laboratory experiment to be performed in a group. The group will be required to utilize proper lab techniques to obtain the desired outcome. The group will analyze data obtained from the experiment and relate the results to theory discussed in lecture. Participation in the lab experiment 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 |
| Teamwork | Teamwork (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 of 60% of the students will receive 70% of the possible points for each core objective (CM, CT, EQ, TW).

1.4.5 Data Summary

35 students from 2 face-to-face sections of PHYS 1417, 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 - 83%
CT - 66%
EQR - 83%
TW - 83%

11 students from 1 distance learning (online) sections of PHYS 1417, were assessed for the spring semester. Percents of assessed students who were successful at reaching the benchmark 70% score, by Core Objective were:

COM - 27%
CT - 0%
EQR - 45%
TW - 45%

Those not available for assessment (probably an indication of the drop out rate) ranged from 14% for face-to-face students and 55% for distance learning students in the spring semester.

1.4.5.1 Analysis and Evaluation

The benchmark was met for the face-to-face classes in communication, empirical and quantitative data, and teamwork in the spring semester.

The distance learning classes did not meet the benchmarks for the core objectives in the spring 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

The physical science 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 science faculty are currently constructing a common rubric to use for assessing the lab reports to ensure the data reported is equal. We have kept the benchmark at its current level as we have not met all of the benchmarks set for the 2018-2019 school year in the online classes. We plan to offer additional help in properly constructing the lab reports either during lab time as well as offer additional instruction during office hours.

1.4.5.4 Distance Learning: Analysis and Evaluation

The distance learning classes did not meet the benchmarks for the core objectives in the spring 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

The physical science 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 science faculty are currently constructing a common rubric to use for assessing the lab reports to ensure the data reported is equal. We have kept the benchmark at its current level as we have not met all of the benchmarks set for the 2018-2019 school year in the online classes. We plan to offer additional help in properly constructing the lab reports either during lab time as well as offer additional instruction during office hours.

Program Name: PHYS.2425

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 Course

PHYS - 2425

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

Prepare laboratory reports that clearly communicate experimental information in a logical and scientific manner.

1.4.2 Learning Activities

Students will be assigned a laboratory experiment to be performed in a group. The group will be required to utilize proper lab techniques to obtain the desired outcome. The group will analyze data obtained from the experiment and relate the results to theory discussed in lecture. Participation in the lab experiment 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 |
| Teamwork | Teamwork (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 of 60% of the students will receive 70% of the possible points for each core objective (CM, CT, EQ, TW).

1.4.5 Data Summary

17 students from 1 face-to-face section of PHYS 2425, 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 - 88%

CT - 88%

EQR - 82%

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 semester.

1.4.5.1 Analysis and Evaluation

The benchmark was met for the face-to-face classes in communication, critical thinking, empirical and quantitative data, and teamwork in the fall 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

The physics 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 science 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 to 75% as we have met all of the benchmarks set for the 2018-2019 school year in the face-to-face 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: PHYS.2426

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 Course

PHYS 2426

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

Prepare laboratory reports that clearly communicate experimental information in a logical and scientific manner.

1.4.2 Learning Activities

Students will be assigned a laboratory experiment to be performed in a group. The group will be required to utilize proper lab techniques to obtain the desired outcome. The group will analyze data obtained from the experiment and relate the results to theory discussed in lecture. Participation in the lab experiment 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 |
| Teamwork | Teamwork (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 of 60% of the students will receive 70% of the possible points for each core objective (CM, CT, EQ, TW).

1.4.5 Data Summary

13 students from 1 face-to-face section of PHYS 2426, 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 - 76%

CT - 84%

EQR - 62%

TW - 85%

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

1.4.5.1 Analysis and Evaluation

The benchmark was met for the face-to-face classes in communication, critical thinking, empirical and quantitative data, and teamwork in the fall 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

The physics 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 science 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 to 75% as we have met all of the benchmarks set for the 2018-2019 school year in the face-to-face 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: PSYC.2301

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

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 |
|-----------------------------------|---|
| Critical Thinking | Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation 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

70% of students assessed will score 24 out of 30 on the department approved rubric for communication and critical thinking and 70% of the students assessed will score 7 out of a possible of 10 on empirical/quantitative and 8 out of 10 on social responsibility on the department approved rubric.

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 PSYC 2301 were successful in their learning and application of communication, critical thinking, empirical/quantitative, and social responsibility in the face to face setting
 Communication 85% of students met or exceeded 24 on the rubric
 Critical Thinking 74% of students met or exceeded 24 on the rubric
 Empirical/Quantitative 80% of students met or exceeded 7 on the rubric
 Social Responsibility 72% 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 in the online setting.
 Communication 73% of students met or exceeded 24 on the rubric
 Critical thinking 61% of students met or exceeded 24 on the rubric
 Empirical/quantitative 61% of students met or exceeded 7 on the rubric
 Social responsibility 87% 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

70% of students assessed will score 24 out of 30 on the communication and critical thinking rubric approved by the department and 70% of the students assessed will score 7 of a possible 10 on empirical/quantitative and 8 of a possible 10 on social responsibility rubric as approved by the department.

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 89% of students scored at least 3 out of 5 points on the communication rubric

Critical Thinking 92% of students scored at least 3 out of 5 points on the critical thinking rubric
Empirical/quantitative 94% of students scored at least 3 out of 5 points on the empirical/quantitative rubric
Social Responsibility 72% 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 73% of students scored at least 3 out of the possible 5 points on the communication rubric

Critical Thinking 61% of students scored at least 3 out of the possible 5 points on the critical thinking rubric

Empirical/quantitative 61% of students scored at least 3 out of the possible 5 points on the empirical/quantitative rubric

Social responsibility 87% 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 rubric and make revisions as determined by the department.

Program Name: PSYC.2314

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

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 |
| Empirical 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

70% of the students assessed will score at least 25 points on communication and critical thinking,, and at least 7 points on empirical/quantitative, and social responsibility, based upon the approved department rubric.

1.4.5 Data Summary

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

Communication 89% of students scored at least 24 out of 30 points on the communication rubric

Critical thinking 92% of students scored at least 24 out of 30 points on the critical thinking rubric

Empirical/quantitative 94% of students scored at least 7 out 10 points on the empirical/quantitative rubric

Social responsibility 72% 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 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 PSYC 2314 online were successful in their learning and application of communication, critical thinking, empirical/quantitative, and social responsibility.

Communication 85% of students scored at least 24 out of 30 on the communication rubric

Critical thinking 87% of students scored at least 24 out of 30 on the critical thinking rubric

Empirical/quantitative 65% of students scored at least 7 out of 10 on the empirical/quantitative rubric

Social responsibility 88% of students scored at least 8out 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 |
|--|----------------------------|

| | |
|-----------------------------------|---|
| Critical Thinking | Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation 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

70% of the students will score at least 24 points on communication and critical thinking and score at least 7 points on empirical/quantitative and social responsibility on the approved department rubric

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: #6 Sep 1, 2018 to Aug 31, 2019

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

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

1.4.4 Measure of Success

70% of students will at least 24 on the department approved rubric for communications, critical thinking and empirical and quantitative skills and at least 7 on the department approved rubric for social responsibility.

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 81% of students scored at least 24 out of 30 on the communication rubric

Critical Thinking 85% of students scored at least 24 out of 30 on the critical thinking rubric

Empirical/quantitative 85% of students scored at least 24 out of 30 on the empirical quantitative rubric

Social responsibility 85% 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 86% of students scored at least 24 out of 30 on the communication rubric

Critical Thinking 86% of students scored at least 24 out of 30 on the critical thinking rubric

Empirical/quantitative 86% of students scored at least 24 out of 30 on the empirical quantitative rubric

Social responsibility 86% 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 |
|--|-----------------------------------|
|--|-----------------------------------|

| | |
|-----------------------------------|---|
| 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 |
| Social 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 who take the assessment will score at least 24 points on the department approved rubric for communication, empirical and quantitative skills, and critical thinking; and at least 7 points on the department approved rubric for social responsibility.

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: #6 Sep 1, 2018 to Aug 31, 2019

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

70% of students assessed will score at least 24 points on the communication, critical thinking, and empirical/quantitative rubric as approved by the department and at least 7 points on the social responsibility rubric as approved by the department.

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

SOC 1306 face to face was not offered in the year, it was only offered on line therefore no data or results were obtained.

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 no results face to face, will review results of online with rubric to determine if changes 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 88% of students scored at least 24 out of 30 on the communication rubric
 Critical Thinking 88% of students scored at least 24 out of 30 on the critical thinking rubric
 Empirical/quantitative 88% of students scored at least 24 out of 30 on the empirical quantitative rubric
 Social responsibility 88% 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: #6 Sep 1, 2018 to Aug 31, 2019

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)

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 |

1.4.4 Measure of Success

70% of the students taking the assessment will score at least 24 points on communication, critical thinking, and empirical and quantitative skills, based upon the department approved rubric and at least 7 points on the department approved rubric for social responsibility.

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 was not offered face to face only on line. Therefore there are no results.

1.4.5.2 Changes as a Result of Analysis and Evaluation

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

1.4.5.3 Description of Changes

The department will review the results of the on line class 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 80% of students scored at least 24 out of 30 on the communication rubric

Critical Thinking 80% of students scored at least 24 out of 30 on the critical thinking rubric

Empirical/quantitative 80% of students scored at least 24 out of 30 on the empirical quantitative rubric

Social responsibility 80% 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: #6 Sep 1, 2018 to Aug 31, 2019

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 complete (suggested learning activity) and demonstrate at least 70% mastery in (core objectives)

We met the benchmark with a mastery of 91%.

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: #6 Sep 1, 2018 to Aug 31, 2019

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 94% 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 increasing the passing percentage to 85%.

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: #6 Sep 1, 2018 to Aug 31, 2019

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 84% 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 as well as increase our passing % to 75%.

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: #6 Sep 1, 2018 to Aug 31, 2019

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 with 83% of students being successful.

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: #6 Sep 1, 2018 to Aug 31, 2019

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

Teamwork

Teamwork (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

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

| | |
|----------------------|--|
| Critical Thinking | inquiry, and analysis, evaluation and synthesis of information |
| Communication Skills | Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication |

1.4.4 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 - $92/118=78\%$

Students who scored at least 70% of the available points for this component

COMM - $126/138=91\%$

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 - $169/237=71\%$

Students who scored at least 70% of the available points for this component

COMM - $208/280=74\%$

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 - $54/71=76\%$

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 - $125/137=91\%$

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 - 57/59=97%

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 - 53/68 = 78%

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: #6 Sep 1, 2018 to Aug 31, 2019

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

Teamwork

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

Personal Responsibility

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

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Demonstrate written and oral competencies as it relates to employment (including job searches, interviews, interpersonal interaction, conflict management, leadership and performance appraisals.)

1.4.2 Learning Activities

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: 49/60=82% Number of students who scored at least 70% of the available points for this component

COMM: 49/60=82% Number of students who scored at least 70% of the available points for this component

PR: 16/24=67% 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: 34/38=89% Number of students who scored at least 70% of the available points for this component

COMM: 34/38=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

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

| | |
|----------------------|--|
| Communication Skills | Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication |
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| Teamwork | Teamwork (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: 47/48= 98% 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.

Workforce Education

Program Name: ACCT.2401

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 Course

ACCT 2401, Financial Accounting

1.1 Division-Department

Business and Computer Science Division Accounting Department

1.2 Course Type

Academic TVCC Core Course (Transfer)

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

Empirical 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

1.1 Student Engagement

Student Engagement

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 |
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| Strategic Plan (Use for Administrative Outcomes) | 1 Enhance the Student |
|---|-----------------------|

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| 1.1 Student Engagement | Student Engagement |
|------------------------|--------------------|

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)

Empirical 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

1.1 Student Engagement

Student Engagement

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

Strategic Plan (Use for Administrative Outcomes) 1 Enhance the Student

1.1 Student Engagement Student Engagement

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

The standard is 60 per cent of the students evaluated will achieve success

One hundred per cent of the students evaluated achieved 60 % or better on the evaluative instrument..

1.4.5.1 Analysis and Evaluation

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 met the achieved objective and no changes are necessary

1.4.5.4 Distance Learning: Analysis and Evaluation

The standard is 60 per cent of the students evaluated will achieve success.

Sixty seven percent of the students evaluated achieved 60 % or better on the evaluative instrument. Sixty Seven 67 % of the students evaluated in the class scored higher than sixty 60% on the evaluation instrument therefore the students succeeded in the class.

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

Tutoring, videos, outside leaning materials ,

Program Name: ACCT.2402

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 Course

ACCT 2402 Managerial Accounting

1.1 Division-Department

Business and Computer Science, Accounting Department

1.2 Course Type

Academic TVCC Core Course (Transfer)

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

Empirical 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

1.1 Student Engagement

Student Engagement

General Outcomes Links

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| General Education (Use for LEAPs) | General Education Outcomes |
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| | |
|-----------------------------------|---|
| Empirical and Quantitative Skills | Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions |
|-----------------------------------|---|

| | |
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| Career Entry Skills | Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation |
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| Strategic Plan (Use for Administrative Outcomes) | 1 Enhance the Student |
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| 1.1 Student Engagement | Student Engagement |
|------------------------|--------------------|

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)

Empirical 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

1.1 Student Engagement

Student Engagement

General Outcomes Links

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

| | |
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| Strategic Plan (Use for Administrative Outcomes) | 1 Enhance the Student |
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| 1.1 Student Engagement | Student Engagement |
|------------------------|--------------------|

1.4.4 Measure of Success

60 percent of the evaluated students will demonstrate an ability of 70% or more of the mastery of the objective

1.4.5 Data Summary

1.4.5.1 Analysis and Evaluation

The standard of 60 per cent of the students evaluated will achieve success by scoring 70% or more on the objective.

Seventy Nine percent of the students evaluated achieved 60 % or better on the evaluative instrument..

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 changes necessary, Present methods effective

1.4.5.4 Distance Learning: Analysis and Evaluation

The standard of 60 per cent of the students evaluated will achieve seventy percent or more on the objective to achieve success.

Seventy Seven percent of the students evaluated achieved 70 % or better on the evaluative instrument..

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

Present methods effective

Program Name: ACNT.1303

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

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)

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

1.1 Student Engagement

Student Engagement

General Outcomes Links

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| General Education (Use 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 |

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| Strategic Plan (Use for Administrative Outcomes) | 1 Enhance the Student |
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| 1.1 Student Engagement | Student Engagement |
|------------------------|--------------------|

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)

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

1.1 Student Engagement

Student Engagement

General Outcomes Links

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

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

| | |
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| Career Entry Skills | Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation |
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| Strategic Plan (Use for Administrative Outcomes) | 1 Enhance the Student |
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| 1.1 Student Engagement | Student Engagement |
|------------------------|--------------------|

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 two per cent (92%) 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 nine per cent (89%) 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

89 % achievement not changes needed

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

87% 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

87% of the students evaluated achieved 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

No changes necessary for the achievement of the objective.

1.5.5.4 Distance Learning: Analysis and Evaluation

79% 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

No changes necessary

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

80% of the Face to Face students achieved success of the objective.

1.6.5.1 Analysis and Evaluation

Achieved objective no change

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

no changes

1.6.5.4 Distance Learning: Analysis and Evaluation

86% of the students achieved success

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: AGAH.1353

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

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)

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)

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 90% of students successfully selected a sound, fertile bull

In a classroom setting, students evaluated criteria for a sound, fertile bull. Evaluated live bulls to determine the best breed prospects for varying cattle herds.

1.4.5.1 Analysis and Evaluation Breeding Bull Selection

After students evaluated live bulls and gave results to the instructor, their methods were discussed and directed for improvement. Following live evaluations and class discussions students were assessed using an open ended written question / answer type quiz, which was mastered at 90%.

1.4.5.2 Changes as a Result of Analysis and Evaluation

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

1.4.5.3 Description of Changes Breeding Bull Selection

Obtain student evaluation of each bull, obtain all students' inputs and collectively turn evaluations into the best course of action.

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: #6 Sep 1, 2018 to Aug 31, 2019

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)

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)

1.4.4 Measure of Success

60% of evaluated students will be able to palpate a cow to determine if bred or open and demonstrate 75% mastery out of 10 head of cattle.

1.4.5 Data Summary Determining Pregnancy or Lack thereof in Cattle

90% of students were able to palpate and successfully determine if a cow is bred or open.

1.4.5.1 Analysis and Evaluation Determining Pregnancy or Lack thereof in Cattle

After attending lectures and labs practicing palpating demonstration model and live cattle, students demonstrated confidence in their ability and method of palpation. Assessment given was students palpated 10 head of cattle to determine if they were open or bred, which 90% mastered.

1.4.5.2 Changes as a Result of Analysis and Evaluation

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

1.4.5.3 Description of Changes Determining Pregnancy or Lack thereof in Cattle

In the future, students will describe as they begin to palpate what they are feeling and partner with a peer to determine pregnancy along with instructor supervision.

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: #6 Sep 1, 2018 to Aug 31, 2019

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)

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)

1.4.4 Measure of Success

60% of evaluated students will be able to body condition score cattle and demonstrate 75% mastery in analyzing criteria for acceptable vs. nonacceptable condition scores.

1.4.5 Data Summary Cattle Body Condition Scoring

90% of students successfully analyzed criteria for acceptable vs. non-acceptable body condition scores in cattle.

1.4.5.1 Analysis and Evaluation Cattle Body Condition Scoring

Upon reviewing criteria in the classroom and using and comparing body condition scores on live animals, students were assessed by scoring the animals and documenting their reasoning, which was then turned in and assessed.

1.4.5.2 Changes as a Result of Analysis and Evaluation

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

1.4.5.3 Description of Changes Cattle Body Condition Scoring

As students are grading the cattle, I will have them list the criteria for which they are basing their analysis on.

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: #6 Sep 1, 2018 to Aug 31, 2019

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 assigned work and demonstrate 75% mastery in the knowledge of the information.

1.4.5 Data Summary

1.4.5.1 Analysis and Evaluation

Students were evaluated through examination. The desired achievement results were reached.

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

Students successfully achieved the goal. Therefore I would like to raise the goal in the next cycle to 65% of evaluated students will complete the assigned work and demonstrate 80% mastery in the knowledge of the information.

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.1407

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

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

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|--|----------------------------|
| General Education (Use 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

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|--|----------------------------|
| General Education (Use 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

Over 60% of my students completed the soil analysis project with the field soil test kit and 80% of these students mastered the objective of determining the levels of primary plant foods, the pH, and the texture of the soil sample provided.

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 was very happy with the students success in this project and will continue with the same project, but raise the benchmark to 60% of enrolled students will (suggested learning activity) demonstrate at least 85% 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.1419

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 Course

AGRI 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

I evaluated the results through examination and I did achieve the goal that was set.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.4.5.3 Description of Changes

This learning activity has been successful, but I would like to move on to another activity during the next cycle.

1.4.5.4 Distance Learning: Analysis and Evaluation

Not applicable

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

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

1.4.5.6 Distance Learning: Description of Changes

Not applicable

Program Name: AUMT.1405

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

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)

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)

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

1.4.5.1 Analysis and Evaluation

70% of students identified bolt thread size using a gauge.

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

Methods will stay the same. Benchmark will be same as before

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.1416

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

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)

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)

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 correctly and in the require time allotted.

1.4.5.2 Changes as a Result of Analysis and Evaluation

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

1.4.5.3 Description of Changes

At the present time we will keep the activity, but will possibly change the benchmark in the future.

1.4.5.4 Distance Learning: Analysis and Evaluation

Not applicable

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

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

1.4.5.6 Distance Learning: Description of Changes

Not applicable

Program Name: AUMT.1419

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

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)

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)

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

70% of students successfully mastered checking the side clearance of the pistons ring groove clearance

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

Reference material will be 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: BCIS.1305

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

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

| | |
|----------------------|---|
| Critical Thinking | Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information |
| Communication Skills | Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication |
| Technology | Technology (TECH): Students will be able to utilize computer based technology in accessing information, solving problems and communicating |
| Career Entry Skills | Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation |

1.4 Measured Outcome

This course provides an introduction of computer terminology, hardware, software, operating system and information systems relating to the business environment. The main focus of this course is on computers, information technology concepts, the Internet, and business applications of software, including word processing, electronic spreadsheets, a database management system, presentation software and business-orientation utilization of the internet.

1.4.1 Student Learning Outcomes

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 using the performance improvement activities available in the computer based training system..

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

| | |
|----------------------|---|
| Critical Thinking | Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information |
| Communication Skills | Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication |
| Technology | Technology (TECH): Students will be able to utilize computer based technology in accessing information, solving problems and communicating |
| Career Entry Skills | Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation |

1.4.4 Measure of Success

75% of students evaluated will score a 70% on the project.

1.4.5 Data Summary

1.4.5.1 Analysis and Evaluation

Eighty four percent (84%) of students assessed achieved seventy percent (70%) accuracy or greater when assessed on the learning outcomes in all classes. This exceeds the desired goal of 75%.

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

Distance Learning results were 73% achieved the desired goal. This is less than the desired result of 75%. Many students did not refine their work after getting their initial results. More emphasis needs to be placed on instructing students on how to refine and correct errors on their initial effort.

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

Additional emphasis on LMS usage.

Program Name: BMGT.1327

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 Course

BMGT 1327

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)

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.

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

| | |
|---------------------|---|
| Career Entry Skills | Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation |
|---------------------|---|

1.4.4 Measure of Success

80% of the evaluated students will demonstrate an ability of 75% mastery of the objective.

1.4.5 Data Summary

The BMGT 1327 class was only offered online during the Fall semester, due to the F2F class not making. The six F2F students were moved into the online section or took a different class.

1.4.5.1 Analysis and Evaluation TDCJ F2F classes

This BMGT 1327 class was not offered face to face in the Fall 2018 semester.

At TDCJ, this course was taught in the Spring 2019 semester at the Beto and Michael Unit. At the Beto Unit, 100% of the students (or 24/24 students) evaluated met the student learning outcome which states: " 80% of the evaluated students will demonstrate an ability of 75% mastery of the objective." At the Michael Unit, 100% of the students (13/13 students) evaluated met the student learning outcome.

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

Set up one-on-one sessions with the students that need additional assistance and/or refer to the Student Success Center for assistance with a tutor.

1.4.5.4 Distance Learning: Analysis and Evaluation

In the Fall online BMGT 1327 class, 95% of the students (or 18/19 students) evaluated met the student learning outcome which states: " 80% of the evaluated students will demonstrate an ability of 75% mastery of the objective."

In the Spring online BMGT 1327 class, 95% of the students (or 19/20 students) evaluated met the student learning outcome.

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

Redefine benchmark level (increase, if benchmark is met)

1.4.5.6 Distance Learning: Description of Changes

I could increase the benchmark to 80% of the students evaluated will demonstrate an ability of 78% mastery of the objective.

Program Name: BMGT.1341

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

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

72% of the evaluated students will demonstrate an ability of 70% mastery of the objective.

1.4.5 Data Summary

In Business Ethics Fall 2018, TDCJ, 53 of the 54 students enrolled completed the case study, which covers ethical dilemmas, stakeholders, and appropriate actions to take depending on certain theories. All 53 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.

In Business Ethics Spring 2019, TDCJ, 24 students completed the case study, which covers ethical dilemmas, stakeholders, and appropriate actions to take depending on certain theories. All 24 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.

In BMGT 1341 Fall 2018 online section, 20 students were enrolled in the course. 16 students completed the case study, which covers ethical dilemmas, stakeholders, and appropriate actions to take depending on certain theories. Of the 16 students, 15 students met the objective by making a score of 70% or higher. The overall class objective was met because 75% of the class members met the student learning objective successfully.

In BMGT 1341 Spring 2019 online section, 24 students were enrolled in the course. 20 students completed the case study, which covers ethical dilemmas, stakeholders, and appropriate actions to take depending on certain theories. Of the 20 students, 19 students met the objective by making a score of 70% or higher. The overall class objective was met because 79% of the class members met the student learning objective successfully.

1.4.5.1 Analysis and Evaluation

See attached grading rubric.

[BMGT 1341 Leap Data Rubric](#) [DOCX 15 KB MAY 14, 2019]

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 72% to 73% in Fall of 2019.

1.4.5.4 Distance Learning: Analysis and Evaluation

In BMGT 1341 Fall 2018 online section, 20 students were enrolled in the course. 16 students completed the case study, which covers ethical dilemmas, stakeholders, and appropriate actions to take depending on certain theories. Of the 16 students, 15 students met the objective by making a score of 70% or higher. The overall class objective was met because 75% of the class members met the student learning objective successfully.

In BMGT 1341 Spring 2019 online section, 24 students were enrolled in the course. 20 students completed the case study, which covers ethical dilemmas, stakeholders, and appropriate actions to take depending on certain theories. Of the 20 students, 19 students met the objective by making a score of 70% or higher. The overall class objective was met because 79% of the class members met the student learning objective successfully.

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 72% to 73% in Fall of 2018.

Program Name: BUSG.1301

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

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 2018, 79 students were enrolled.

Of the 79 people, 78 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. 77/79 or 97% met the Student Learning Outcome by scoring 70% or better.

In the Introduction to Business class for Spring 2019, 32 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. 28/32 or 88% 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 for BUSG 1301](#) [PDF 395 KB MAY 14, 2019]

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

This course was not offered online during the Fall 2018 semester.

This course was offered online during the Spring 2019 semester. In the online setting, 28 out of 32 (88%) students completed and successfully mastered the SLO in BUSG 1301.

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

Encourage every student to work in a team to complete this SLO and to learn how to effectively work in a team environment. Explain the importance of team projects and how it will help in future careers.

Program Name: BUSG.2309

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 Course

BUSG 2309

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 2018 at TDCJ, the Small Business Management course was not offered. During Spring 2019 at TDCJ, the Coffield Unit, 26/26 students or 100% met the student learning outcome, by scoring 70% or above. (12 - A's, 13-B's, 1-C)

[Business Plan Rubric _1_ revised 2017](#) [DOC 37 KB MAY 2, 2019]

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

N/A

1.4.5.4 Distance Learning: Analysis and Evaluation

Spring 2019: In the Distance Learning class, 7/7 students (4 students were dropped) 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

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

Utilize the Distance Learning recording studio to describe the business plan to the online students and have the students submit it closer to the first draft when the material is fresh in their planning and preparation stage.

Program Name: Certificate Non-Credit - Adult Education

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

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 NA

1.4.5.1 Analysis and Evaluation NA

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 NA

1.4.5.4 Distance Learning: Analysis and Evaluation NA

Not applicable

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

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

1.4.5.6 Distance Learning: Description of Changes NA

Not applicable

Program Name: COSC.1336

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 Course COSC 1336 Programming Fundamentals I

1.1 Division-Department Business and Computer Science COSC

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

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

Design, code and test a computer program that utilizes a logical statement

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

1.4.5.1 Analysis and Evaluation

93% of the students assessed achieved 100% accuracy when assessed on the learning outcome in the Fall 2018 class. 14 Responders, 13 Achievers ,1 Non-achiever.

50% of the students assessed achieved 100% accuracy when assessed on the learning outcome in the Spring 2019 class. 16 Responders, 8 Achievers, 8 Non-achievers.
LEAP was not accomplished.

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 course is taught primarily on-line. It is hard to find tutors for on-line students. Have students pay close attention to the discussion board so that if a student needs help, other peer students can help them.

Instructor has added videos and pod casts going over material in the chapter to describe the statements, how they are used and how the examples in the book work.

1.4.5.4 Distance Learning: Analysis and Evaluation

93% of the students assessed achieved 100% accuracy when assessed on the learning outcome in the Fall 2018 class. 14 Responders, 13 Achievers ,1 Non-achiever.

50% of the students assessed achieved 100% accuracy when assessed on the learning outcome in the Spring 2019 class. 16 Responders, 8 Achievers, 8 Non-achievers.
LEAP was not accomplished.

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

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

1.4.5.6 Distance Learning: Description of Changes

This course is taught primarily on-line. It is hard to find tutors for on-line students. Have students pay close attention to the discussion board so that if a student needs help, other peer students can help them.

Instructor has added videos and pod casts going over material in the chapter to describe the statements, how they are used and how the examples in the book work.

1.5 Measured Outcome

Design, code and test a computer program that utilizes a logical statement

1.5.1 Student Learning Outcomes

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. The program is to include a correctly used selection structure.

1.5.2 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.

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

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

1.5.4 Measure of Success

65% of students evaluated will produce a correct, fully functional program using logical program statements

1.5.5 Data Summary

1.5.5.1 Analysis and Evaluation

93% of the students assessed achieved 100% accuracy when assessed on the learning outcome in the Fall 2018 class. 14 Responders, 13 Achievers ,1 Non-achiever.

50% of the students assessed achieved 100% accuracy when assessed on the learning outcome in the Spring 2019 class. 16 Responders, 8 Achievers, 8 Non-achievers.
LEAP was not accomplished.

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

This course is taught primarily on-line. It is hard to find tutors for on-line students. Have students pay close attention to the discussion board so that if a student needs help, other peer students can help them.

Instructor has added videos and pod casts going over material in the chapter to describe the statements, how they are used and how the examples in the book work

1.5.5.4 Distance Learning: Analysis and Evaluation

93% of the students assessed achieved 100% accuracy when assessed on the learning outcome in the Fall 2018 class. 14 Responders, 13 Achievers ,1 Non-achiever.

50% of the students assessed achieved 100% accuracy when assessed on the learning outcome in the Spring 2019 class. 16 Responders, 8 Achievers, 8 Non-achievers. LEAP was not accomplished.

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

This course is taught primarily on-line. It is hard to find tutors for on-line students. Have students pay close attention to the discussion board so that if a student needs help, other peer students can help them.

Instructor has added videos and pod casts going over material in the chapter to describe the statements, how they are used and how the examples in the book work

1.6 Measured Outcome

Design, code and test a computer program that utilizes a logical statement

1.6.1 Student Learning Outcomes

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. The program is to include a correctly used selection structure.

1.6.2 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.

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

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

1.6.4 Measure of Success

65% of students evaluated will produce a correct, fully functional program using logical program statements

1.6.5 Data Summary

1.6.5.1 Analysis and Evaluation

93% of the students assessed achieved 100% accuracy when assessed on the learning outcome in the Fall 2018 class. 14 Responders, 13 Achievers ,1 Non-achiever.

50% of the students assessed achieved 100% accuracy when assessed on the learning outcome in

the Spring 2019 class. 16 Responders, 8 Achievers, 8 Non-achievers.
LEAP was not accomplished.

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

This course is taught primarily on-line. It is hard to find tutors for on-line students. Have students pay close attention to the discussion board so that if a student needs help, other peer students can help them.

Instructor has added videos and pod casts going over material in the chapter to describe the statements, how they are used and how the examples in the book work

1.6.5.4 Distance Learning: Analysis and Evaluation

93% of the students assessed achieved 100% accuracy when assessed on the learning outcome in the Fall 2018 class. 14 Responders, 13 Achievers ,1 Non-achiever.

50% of the students assessed achieved 100% accuracy when assessed on the learning outcome in the Spring 2019 class. 16 Responders, 8 Achievers, 8 Non-achievers.
LEAP was not accomplished.

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

This course is taught primarily on-line. It is hard to find tutors for on-line students. Have students pay close attention to the discussion board so that if a student needs help, other peer students can help them.

Instructor has added videos and pod casts going over material in the chapter to describe the statements, how they are used and how the examples in the book work

Program Name: CRIJ.1301

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

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)

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)

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

80% of student passed this course with a 75 or higher. 60% benchmark for 75 or above.

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 New Benchmark

62% of students will score 75% or higher.

1.4.5.4 Distance Learning: Analysis and Evaluation

80% of online students score 75 or above. Benchmark was 60% at 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 New Benchmark

62% of students will score 75% or better.

Program Name: CRIJ.1310

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

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)

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)

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 Results

92% of student scored 75 or better. 60% at 75 or higher was benchmark.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.4.5.3 Description of Changes New Benchmark

62% of students will score 75 or higher.

1.4.5.4 Distance Learning: Analysis and Evaluation NET

90% of students scored 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 New Benchmark

62 % of students will score 75 or higher.

Program Name: CRIJ.2328

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

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)

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)

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 Results

92% of students scored 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 New Benchmark

62% of students will score 75 or higher.

1.4.5.4 Distance Learning: Analysis and Evaluation NET

97% of students online scored 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 New Benchmark

62% of students will score 75 or higher.

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)

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

92% of students scored 75 or above.

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

62% of students will score 75 or higher.

1.5.5.4 Distance Learning: Analysis and Evaluation

97% of online students scored 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

62% of students will score 75 or higher.

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)

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

92% of students scored 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

62% of students will score 75 or higher.

1.6.5.4 Distance Learning: Analysis and Evaluation

97% of online students scored 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

62% of students will score 75 or higher.

Program Name: CSME.1430

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

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)

Plan Links

2015-2020 Strategic Plan

Manicure/Nail Technology

Manicure/Nail Technology

General Outcomes Links

Strategic Plan (Use for Administrative Outcomes)

1 Enhance the Student

| | |
|-------|---|
| 1.4.2 | Increase course completion rates in workforce education courses |
| 1.4.3 | Increase completers of Marketable Skills Achievement Awards |
| 1.1.9 | Increase overall student satisfaction with their experience at TVCC |

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

Strategic Plan (Use for Administrative Outcomes)

1 Enhance the Student

| | |
|-------|--|
| 1.4.1 | Increase or maintain state licensure rates for programs subject to state licensure |
| 1.4.2 | Increase course completion rates in workforce education courses |

1.1.9

Increase overall student satisfaction with their experience at TVCC

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

1.4.5.1 Analysis and Evaluation

90% of students completing the manicure/pedicure demonstration communicated learned skills in compliance with TDLR guidelines, had successfully completed project and are qualified to apply entry-level employment in target occupation upon completion of 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

Newly published Textbooks and corresponding videos will be updated and internet research will also be implemented as a resource tool.

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: CSME.1431

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 Course

CSME 1431, Principles of Nail Technology

1.1 Division-Department

Workforce Education - CSME, 1431 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

| | |
|---|--------------------------|
| Strategic Plan (Use for Administrative Outcomes) | 1 Enhance the Student |
|---|--------------------------|

- | | |
|-------|--|
| 1.4.1 | Increase or maintain state licensure rates for programs subject to state licensure |
| 1.4.2 | Increase course completion rates in workforce education courses |
| 1.4.4 | Maintain the state average of workforce education program completers that are either employed or pursuing additional education within one year of graduation |

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)

1.4.4 Measure of Success

Students completing the Manicure program will demonstrate academic skills and 80% will effectively demonstrate communication through an oral presentation

1.4.5 Data Summary

1.4.5.1 Analysis and Evaluation

80% of students completing oral presentation demonstrated the academic skills and effective communication needed to pass state board licensing examination.

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

As technology changed newly published Textbooks, test booklets and corresponding videos will be available and internet research will also be implemented as a resource tool for 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

Program Name: CSME.1441

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

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)

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 work in groups using a chapter review booklet, text book, workbook and the Texas Department of Licensing and Regulation Laws and Rules book for Cosmetology. The groups will be assigned specific topics that simulate work place situations and research the proper procedure to utilize in each situation. Each group will present and demonstrate their findings to the class.

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

General Outcomes Links

Strategic Plan (Use for Administrative Outcomes)

1
Enhance
the
Student

1.4.1

Increase or maintain state licensure rates for programs subject to state licensure

1.4.2

Increase course completion rates in workforce education courses

1.4.4

Maintain the state average of workforce education program completers that are either employed or pursuing additional education within one year of graduation

1.4.4 Measure of Success

Students will present and demonstrate their academic skills and abilities to each group of participants with 90% mastery. Students will demonstrate their preparation for state board examination through the administration of a simulated state board examination.

1.4.5 Data Summary

Students performed well in group setting with 85% mastering learning objective, but as technology advances and rules and guidelines change newer methods of instruction need to be implemented to insure student learning adequate materials and insuring adequate workplace employment.

1.4.5.1 Analysis and Evaluation

Students performed well in group setting with 85% mastering learning objective, but as technology advances and rules and guidelines change newer methods of instruction need to be implemented to insure student learning adequate materials and insuring adequate workplace employment.

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

Course work adjustments will be made in accordance with on-going changes occurring in the Cosmetology industry. Group assignments will include researching new rules and laws created for the cosmetology industry to ensure proper understanding and student success in the workplace.

1.4.5.4 Distance Learning: Analysis and Evaluation

Not applicable

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

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

1.4.5.6 Distance Learning: Description of Changes

Not applicable

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)

Plan Links

2015-2020 Strategic Plan

Cosmetology

Cosmetology

General Outcomes Links

Strategic Plan (Use for Administrative Outcomes) 1 Enhance the Student

1.4.1

Increase or maintain state licensure rates for programs subject to state licensure

1.4.2

Increase course completion rates in workforce education courses

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

1.5.4 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

Students performed well in group setting with 85% mastering learning objective, but as technology advances and rules and guidelines change newer methods of instruction need to be implemented to insure student learning adequate materials and insuring adequate workplace employment.

1.5.5.1 Analysis and Evaluation

Students performed well in group setting with 85% mastering learning objective, but as technology advances and rules and guidelines change newer methods of instruction need to be implemented to insure student learning adequate materials and insuring adequate workplace employment.

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

Course work adjustments will be made in accordance with on-going changes occurring in the Cosmetology industry. Group assignments will include researching new rules and laws created for the cosmetology industry to ensure proper understanding and student success in the workplace.

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)

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 performed well in group setting with 85% mastering learning objective, but as technology advances and rules and guidelines change newer methods of instruction need to be implemented to insure student learning adequate materials and insuring adequate workplace employment.

1.6.5.1 Analysis and Evaluation

Students performed well in group setting with 85% mastering learning objective, but as technology advances and rules and guidelines change newer methods of instruction need to be implemented to insure student learning adequate materials and insuring adequate workplace 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

Course work adjustments will be made in accordance with on-going changes occurring in the Cosmetology industry. Group assignments will include researching new rules and laws created for the cosmetology industry to ensure proper understanding and student success in the workplace.

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: #6 Sep 1, 2018 to Aug 31, 2019

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

Student will be able to list the factors of the hair analysis for chemical services. Students will learn these factors through lecture and application on manikins. The success of the student 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, and be able to demonstrate effective perm, straightening and relaxing techniques

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 able to successfully demonstrate safe and effective perm, straightening and relaxing techniques, along with passing a written exam.

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 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

Program Name: CSME.2443

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

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)

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)

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

Student where presented career entry exam which included a written exam and a hands on practical exam. 90% of students passed both exams.

1.4.5.1 Analysis and Evaluation

observed and monitor the interaction of students in a salon setting. students where able to demonstrate skills such as communication with patrons, practical skills such as shampooing and blowdrying. students where also able demonstrate skills as scheduling appointment, taking payments for services rendered.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.4.5.3 Description of Changes

We want to integrated more money management and time management skills into theory portion of class.

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

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)

1.5.4 Measure of Success

95% of students will complete the skills for employment

1.5.5 Data Summary

Due to extenuating circumstances we are not able to analyze this data.

1.5.5.1 Analysis and Evaluation

Due to extenuating circumstances we are not able to analyze this data.

1.5.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.5.5.3 Description of Changes

we are going to give the students a entry level skill test of basic hair cutting, single color application, chemical texturizing and a mock job interview.

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.2541

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

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)

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)

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

Due to extenuating circumstances we are not able to analyze this data.

1.4.5.1 Analysis and Evaluation

Due to extenuating circumstances we are not able to analyze this data.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.4.5.3 Description of Changes

We establish a mock state licensing test in Practical and in written form that covers all content pertinent to obtaining a state license. These test will be instructor monitored and graded.

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

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)

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

Due to extenuating circumstances we are not able to analyze this data.

1.5.5.1 Analysis and Evaluation

Due to extenuating circumstances we are not able to analyze this data.

1.5.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.5.5.3 Description of Changes

We are going to re-evaluate the students learning outcomes. We are going to integrate a Practical and Written Mock licensing exam that will be graded and monitored by the Instructors. Students will not be promoted until both exams are passed.

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.1305

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

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

| | |
|---------------------|---|
| Career Entry Skills | Career Entry Skills (CE): Students will 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 |
|--|----------------------------------|

| | |
|---------------------|---|
| Career Entry Skills | Career Entry Skills (CE): Students will 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 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

85% of evaluated students achieved 75% mastery on the project across all sections. The evaluated students averaged 84% mastery on the project across all three sections offered in the 2018-19 plan year.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.4.5.3 Description of Changes

It appears that the SLO that has been investigated in the past is not a concern for the program. Drafting has determined that LEAPS need to be redefined for the upcoming year. New SLOs will be defined for the 2019-20 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: DFTG.1409

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

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)

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

| | |
|---------------------|---|
| 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% 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

100% of evaluated students achieved 75% mastery on the project across all sections. The evaluated students averaged 92% mastery on the project across all three sections offered in the 2018-19 plan year.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.4.5.3 Description of Changes

It appears that the SLO that has been investigated in the past is not a concern for the program. Drafting has determined that LEAPS need to be redefined for the upcoming year. New SLOs will be defined for the 2019-20 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: DFTG.1457

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

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, 79 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 Adult Population

There are fewer distance learning students registering.

Of the students enrolled, approximately 50% pass necessary requirements.

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 considering online courses in Mechanical Engineering Technology need in depth understanding/counseling prior to registering for these classes due to the required curriculum rigor and equipment needed.

Program Name: DFTG.2332

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

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

Career Entry Skills Career Entry Skills (CE): Students will 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 sufficient product definition information of a simple machined part, the student will be able to utilize the AutoCad software to produce a 3D solid model of the item and produce a 2D working drawing from the model.

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 advanced CAD techniques to automate 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

Career Entry Skills Career Entry Skills (CE): Students will 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

75% of evaluated students achieved 75% mastery on the project. The average in the single section offered in the 2018-19 plan year was 88%.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.4.5.3 Description of Changes

It appears that the SLO that has been investigated in the past is not a concern for the program. Drafting has determined that LEAPS need to be redefined for the upcoming year. New SLOs will be defined for the 2019-20 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: FIRT.1305

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

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)

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)

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

A total of 16 students were enrolled in FIRT 1305 for the Fall 2018 semester. 14 of 16 students (87.5%) submitted the assignment/artifact used for this assessment. 12 of 16 (75%) of students performed at 75% mastery.

11 students (68.75%) received a grade of "A"

1 student (6.25%) received a grade of "B"

2 students (12.5%) received a grade of "C"

0 students (0%) received a grade of "D"

2 students (12.5%) received a grade of "F"

1.4.5.1 Analysis and Evaluation

This semester, students were provided with a variety of lesson plans developed by NFPA. Presenting from a prepared lesson plan is consistent with the responsibilities of an Instructor I or beginner Fire and Life Safety Educator. Students were required to choose a lesson plan which was appropriate for their

selected audience. This process significantly improved the quality of presentations. This is likely because students spent less time developing a lesson plan, and spent more time on developing their presentation and building visual aids.

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 measure of success will be changed to read "75% of evaluated students will select a lesson plan over a fire and life safety topic and demonstrate 70% mastery of its organization, content, and presentation.

1.4.5.4 Distance Learning: Analysis and Evaluation

This semester, students were provided with a variety of lesson plans developed by NFPA. Presenting from a prepared lesson plan is consistent with the responsibilities of an Instructor I or beginner Fire and Life Safety Educator. Students were required to choose a lesson plan which was appropriate for their selected audience. This process significantly improved the quality of presentations. This is likely because students spent less time developing a lesson plan, and spent more time on developing their presentation and building visual aids.

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 measure of success will be changed to read "75% of evaluated students will select a lesson plan over a fire and life safety topic and demonstrate 70% mastery of its organization, content, and presentation.

Program Name: FIRT.1315

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

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)

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)

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

A total of 15 students were enrolled in FIRT 1315 for the Fall 2018 semester. 14 of 15 students (93.33%) submitted the assignment/artifact used for this assessment.

3 students (20%) received a grade of "A"

2 students (13.33%) received a grade of "B"

4 students (26.67%) received a grade of "C"

1 student (6.67%) received a grade of "D"

5 students (33.33%) received a grade of "F"

1.4.5.1 Analysis and Evaluation

Many students struggled to understand the proper use of the ERG. The most common error was determining initial isolation zones and evacuation distances. This was especially true in hazardous materials that are Toxic Inhalation Hazards (TIH).

1.4.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.4.5.3 Description of Changes

Provide more practice scenarios to students throughout the course to familiarize them with the use of ERG.

1.4.5.4 Distance Learning: Analysis and Evaluation

Many students struggled to understand the proper use of the ERG. The most common error was determining initial isolation zones and evacuation distances. This was especially true in hazardous materials that are Toxic Inhalation Hazards (TIH).

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

Provide more practice scenarios to students throughout the course to familiarize them with the use of ERG.

Program Name: FIRT.1327

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

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)

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)

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

A total of 17 students were enrolled in FIRT 1327 for the Fall 2018 semester. 17 of 17 students (100%) submitted the assignment/artifact used for this assessment. 15 of 17 (88.24%) of students met the measure of success.

1.4.5.1 Analysis and Evaluation

Only a few students struggled to identify building construction types and the hazards presented by each.

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

Provide more regular opportunities for students to view and discuss the various types of building construction. Potentially add matching assignments for students to match the hazards associated with

each type of building construction.

1.4.5.4 Distance Learning: Analysis and Evaluation

Only a few students struggled to identify building construction types and the hazards presented by each.

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

Provide more regular opportunities for students to view and discuss the various types of building construction. Potentially add matching assignments for students to match the hazards associated with each type of building construction.

Program Name: HRPO.2301

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 Course

HRPO 2301

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 Develop a training program

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.

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

In this HRPO 2301 class, it was only offered online during the Fall 2018 semester.

At TDCJ, Spring 2019 in the F2F class, 26 out of 28 students or 93% met the student learning outcome which states: "75% of the evaluated students will demonstrate an ability of 70% mastery of the objective."

1.4.5.1 Analysis and Evaluation

This training activity gives the student an idea of how to set up training for a group of new employees. I can add a grading rubric or a checklist to make sure they understand certain specifics required to complete this training activity. This will help clarify my expectations and support the written instructions for this 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

I plan to raise the benchmark from 70% mastery to 72% mastery of the SLO.

1.4.5.4 Distance Learning: Analysis and Evaluation

In the online section of HRPO 2301, 14 out of 16 students or 88% met the student learning outcome which states: "75% of the evaluated students will demonstrate 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

I plan to raise the benchmark from 70% mastery to 72% mastery of the SLO.

Program Name: IMED.1316

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 Course IMED 1316 Web Design I

IMED 1316 Web Design I

1.1 Division-Department Business and Computer Science

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

1.4 Measured Outcome

40% of grade

1.4.1 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)

1.4.2 Learning Activities

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)

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 four students that attempted the web project proposal succeeded with an overall grade above ninety percent, meaning that all objectives were met. One of the students did not attempt the project at all. Overall eighty percent met the LEAP objective.

1.4.5.2 Changes as a Result of Analysis and Evaluation

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

1.4.5.3 Description of Changes

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 four students that attempted the web project proposal succeeded with an overall grade above ninety percent, meaning that all objectives were met. One of the students did not attempt the project at all. Overall eighty percent met the LEAP 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

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.1345

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

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

| | |
|---|-----------------------|
| Strategic Plan (Use for Administrative Outcomes) | 1 Enhance the Student |
|---|-----------------------|

1.1 Student Engagement Student Engagement

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

Distance ed course

1.4.5.1 Analysis and Evaluation

Distance ed 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

92% of the students achieved the goal

1.4.5.4 Distance Learning: Analysis and Evaluation

no changes necessary

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 necessary

Program Name: LGLA.1407

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

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

| | |
|---|-----------------------|
| Strategic Plan (Use for Administrative Outcomes) | 1 Enhance the Student |
|---|-----------------------|

1.1 Student Engagement Student Engagement

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

Strategic Plan 1
(Use for Enhance
Administrative the
Outcomes) Student

1.1 Student Engagement Student Engagement

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

Face to Face class

1.4.5.1 Analysis and Evaluation

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

distance ed class

1.4.5.4 Distance Learning: Analysis and Evaluation

Eighty per cent (80%) of the students evaluated achieved the goal of scoring higher than the 60% required for achievement 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

students achieved the objective.

Program Name: LGLA.2313

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

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

| | |
|---|-----------------------|
| Strategic Plan (Use for Administrative Outcomes) | 1 Enhance the Student |
|---|-----------------------|

1.1 Student Engagement Student Engagement

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)

Student Engagement

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

Strategic Plan 1
(Use for Enhance
Administrative the
Outcomes) Student

1.1 Student Engagement Student Engagement

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 were not Face to Face courses offered in this program as it is an online only program.

1.4.5.1 Analysis and Evaluation

Face to Face class

1.4.5.2 Changes as a Result of Analysis and Evaluation

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

1.4.5.3 Description of Changes

This were not Face to Face courses offered in this program as it is an online only program. No changes anticipated

1.4.5.4 Distance Learning: Analysis and Evaluation

100% of the students 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

no changes necessary

Program Name: MCHN.1338

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

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, 85+ 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

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

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: #6 Sep 1, 2018 to Aug 31, 2019

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

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, 72 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 Adult Population

There are fewer distance learning students registering.

Of the students enrolled, approximately 50% pass necessary requirements.

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 considering online courses in Mechanical Engineering Technology need in depth understanding/counseling prior to registering for these classes due to the required curriculum rigor and equipment needed.

Program Name: MDCA.1313

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

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)

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

General Outcomes Links

| | |
|--|----------------------------------|
| General Education (Use 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)

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 Students evaluated with an examination, activity, or evaluative instrument will demonstrate an ability of 70% mastery of the objective.

1.4.5 Data Summary

Eighty two per cent (82%) of the students administered the evaluation scored higher than the minimum (60%) level

1.4.5.1 Analysis and Evaluation

100% of the students who completed the evaluation achieved success on the objective.

1.4.5.2 Changes as a Result of Analysis and Evaluation

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

1.4.5.3 Description of Changes

There were no face to face courses offered in this program this program is a distance education program with all courses offered on line. No changes expected.

1.4.5.4 Distance Learning: Analysis and Evaluation

This was not a distance education class it was a face to face class.

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

not a distance ed class

Program Name: PHTC.1313

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 Course

PHTC 1313, History of Photography

1.1 Division-Department

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

CT: 100% of students generated a satisfactory level of at least 85% of the 100% points available 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

Instructor will create a hybrid Canvas shell in order to utilize the Outcomes tool to better assess student outcome success.

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

Critical Thinking

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

CM: 100% of students produced a presentation to the class for assessment that achieved at least 85% of the total points available on the 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

Instructor will create a hybrid Canvas shell in order to utilize the Outcomes tool to better assess student outcome success.

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 demonstrate evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.

1.6.2 Learning Activities

Reports requires students to research, write, and document to MLA/APA standards along with students will produce written research papers, along with taking photographs in and around the community to help support the paper, and use as visual aids to present to the class for critical discussion to the class.

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

80% of students who produce written research papers to class for assessment will achieve 85% of the total points available on the rubric.

1.6.5 Data Summary

1.6.5.1 Analysis and Evaluation

SR: 100% of students who produced written research papers to class for assessment achieved 85% of the total points available on the rubric.

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

Instructor will create a hybrid Canvas shell in order to utilize the Outcomes tool to better assess student outcome success.

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: #6 Sep 1, 2018 to Aug 31, 2019

1 Course Course prefix and number

PHTC 1411, Digital Photography Certificate

1.1 Division-Department

Fine art-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 be able to manipulate a captured image using industry-standard software to manipulate technical and composition elements in such a way that meets minimum standards of professional quality.

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 resizing; 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, innovation,

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

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

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: PHTC.1443

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 Course

PHTC 1443, Expressive Photography

1.1 Division-Department

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 | 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

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

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

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

1.5.5.3 Description of Changes

1.5.5.4 Distance Learning: Analysis and Evaluation

Not applicable

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

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

1.5.5.6 Distance Learning: Description of Changes

Not applicable

1.6 Measured Outcome

1.6.1 Student Learning Outcomes

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

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

1.6.5.3 Description of Changes

1.6.5.4 Distance Learning: Analysis and Evaluation

Not applicable

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

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

1.6.5.6 Distance Learning: Description of Changes

Not applicable

Program Name: POFI.2301

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 Course POFI 2301

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

POFI 2301 was not offered as a face-to-face lecture class in the Fall 2018 semester.

In the Spring 2019 POFI 2301 embedded dual credit lecture class, 22 students completed the business letter with an embedded table assignment. 20 students completed the assignment with a score of 70% or higher. Two students completed the assignment with less than 70%. The class objective was met because 91% of the students completed the assignment with a score of 70% 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 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 2018 online course 16 out of 20 students completed the business letter with an embedded table assignment. 15 students completed the assignment with a score of 70% or better, one student completed the assignment with a score of less than 70%, and 3 students did not attempt the assignment. The class objective was met because 80% of the students completed the assignment with at least 70% mastery.

In the POFI 2301 Spring 2018 online class 10 out of 11 students completed the business letter with an embedded table assignment. 9 students completed the assignment with 90% mastery or higher, and 1 student did not attempt the assignment. The class objective was met because 90% 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: #6 Sep 1, 2018 to Aug 31, 2019

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)

Student Engagement

General Outcomes Links

| | |
|--|----------------------------|
| General Education (Use 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 |
|---------------------|---|

| | |
|---|-----------------------|
| Strategic Plan (Use for Administrative Outcomes) | 1 Enhance the Student |
|---|-----------------------|

| | |
|------------------------|--------------------|
| 1.1 Student Engagement | Student Engagement |
|------------------------|--------------------|

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)

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

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

1.4.4 Measure of Success

60 percent of the evaluated students will demonstrate an ability of 70% mastery of the objective.

1.4.5 Data Summary

There were no face to face courses offered in this program this program is a distance education program with all courses offered on line.

1.4.5.1 Analysis and Evaluation

23% of the students did not achieve success

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 course is a distance ed class

1.4.5.4 Distance Learning: Analysis and Evaluation

Seventy Seven (77%) of the students evaluated ACHIEVED SUCCESS on the stated objective. All students evaluated achieved greater than the 60% minimum level to achieve success. .

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 NECESSARY

Program Name: POFM.1327

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 Course

POFM 1327, Medical Insurance

1.1 Division-Department

1.1 Division-Department Locked

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)

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

General Outcomes Links

| | |
|--|----------------------------------|
| General Education (Use 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)

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

General Outcomes Links

| | |
|--|----------------------------|
| General Education (Use 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

Distance ed class

1.4.5.1 Analysis and Evaluation

There were no face to face courses offered in this program this program is a distance education program with all courses offered on line.

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 changes are anticipated, There were no face to face courses offered in this program this program is a distance education program with all courses offered on line.

1.4.5.4 Distance Learning: Analysis and Evaluation

Eighty Seven per cent (87%) of the students evaluated successfully achieved the objective, Sixty per cent was the standard by which it was measured.

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 necessary

Program Name: POFT.1301

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 Course

POFT 1301

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

75% of the evaluated students will demonstrate an ability of 75% mastery of the objective.

1.4.5 Data Summary

Using an internal memo format, students will edit and rewrite a poorly written message that suffers from wordiness, indirectness, and confusing instructions.

1.4.5.1 Analysis and Evaluation

In the Fall 2018 POFT 1301 lecture class 15 of 18 total students completed the business memo editing and rewriting assignment. 15 students that were evaluated completed the assignment with a score of 75% or higher. 3 students did not attempt the assignment. The objective was met because 83% of the students that were evaluated completed the assignment with a score of 75% or higher.

In the Spring 2019 POFT 1301 lectures class 8 out of 11 students completed the business memo editing and rewriting assignment. 8 students completed the assignment with a score of 75% or higher. 3 students did not attempt the assignment. The objective was not met because 73% of the students completed the assignment with a score of 75% or higher.

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 objective was not met in both classes, I will work to alter the level of engagement in class. I think this is a quality assignment, and I will give students additional class time to work on the assignment and I will encourage students to visit the CSC to have their assignment proofread.

1.4.5.4 Distance Learning: Analysis and Evaluation

In the POFT 1301 Fall 2017 online class 20 students completed the business memo editing and rewriting assignment. 19 students completed the assignment with a score of 75% or higher. 1 student completed the assignment with less than 75%, and 9 students did not attempt the assignment. The class objective was met because 95% of the evaluated students completed the assignment with a score of 75% or higher.

In the POFT 1301 Spring 2018 online class 14 completed the business memo editing and rewriting assignment. 14 students completed the assignment with a score of 75% or higher. 5 students did not attempt the assignment. Therefore, the class objective was met because 100% of the evaluated students completed the assignment with a score of 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

Since the objective was met in both classes, I will redefine the benchmark. 75% of the evaluated students will demonstrate an ability of 80% mastery of the objective. I think this is a quality assignment.

Program Name: POFT.2312

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 Course

POFT 2312

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)

Plan Links

2015-2020 Strategic Plan

Office Technology

Office Technology

General Outcomes Links

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

| | |
|----------------------|---|
| Critical Thinking | Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation 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 | 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 |
| Career Entry Skills | Career Entry Skills (CE): Students will 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

In the POFT 2312 Fall 2018 lecture class 10 of the 11 students completed the assignment with a score of 80% or higher, 1 students completed the assignment with a score below 80%. Therefore, the class objective was met because 91% of the students completed the assignment with a score of 80% or higher.

In the POFT 2312 Spring 2018 lecture class 2 out of 4 students completed the presentation assignment with a score of 80% or higher. 2 students did not complete the assignment. Therefore, the class objective was not met because only 50% 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

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

1.4.5.3 Description of Changes

One class did not meet the requirements, but the assignment should not be changed. The students gain practice on communication skills, critical thinking skills, and creating a comprehensive presentation. Additional time will be given to complete the assignment and students will be encouraged to visit the CSC for help in completing the presentation.

1.4.5.4 Distance Learning: Analysis and Evaluation

In the POFT 2312 Fall 2018 online course 13 of 17 students completed the presentation assignment. 12 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 71% 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 2019 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: #6 Sep 1, 2018 to Aug 31, 2019

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

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

88% of students demonstrated mastery of learning outcomes for the course.

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 would like to find a method to encourage online discussion to be more active. Currently, students are required to give feedback to two students, with responses being challenging or provoke questioning - not just "I agree with you." Most students are only meeting minimal requirements or less and thus, not getting full credit for the discussion. Extra credit may be given to those who respond to more than two people in the future if responses fit the criteria.

Program Name: TECA.1318

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

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

Overall, 95% of all students in the course passed the course, indicating mastery of the objectives.

1.4.5.1 Analysis and Evaluation

86% of students demonstrated mastery of learning outcomes through online discussion assignments, lab assignments, and exams.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.4.5.3 Description of Changes

Instructor will consider adjusting labs assignments to include classroom observations and/or interviews with child care center administrators.

1.4.5.4 Distance Learning: Analysis and Evaluation

86% of students demonstrated mastery of learning outcomes through online discussion assignments, lab assignments, and exams.

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

Instructor will consider adjusting labs assignments to include classroom observations and/or interviews with child care center administrators.

Program Name: TECA.1354

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

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

Overall, 90.4% of students in this course passed with 70% or higher mastery of course objectives.

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

90% of students demonstrated mastery of the learning outcomes through discussion assignment and exams.

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

To obtain the degree of student understanding of learning outcomes, the instructor will increase the number of discussion assignments, as well as the level of rigor for these assignments, and have students provide challenging and/or provoking feedback to one another for discussion topics.

Program Name: WLDG.1323

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

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)

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)

1.4.4 Measure of Success

90% of all students evaluated will demonstrate the safe and proper use of a hand held angle grinder with 100% mastery.

1.4.5 Data Summary

1.4.5.1 Analysis and Evaluation

87% of the students evaluated demonstrated the proper and safe use of an angle grinder

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 students will be required to spend more time in actual demonstration of using the angle grinder properly in lab, more demonstrations with teacher critique before final demonstration.

1.4.5.4 Distance Learning: Analysis and Evaluation

Not applicable

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

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

1.4.5.6 Distance Learning: Description of Changes

Not applicable

Program Name: WLDG.1521

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

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)

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)

1.4.4 Measure of Success

90% of all students evaluated will demonstrate the ability to set up and safely use an oxyacetylene cutting torch.

1.4.5 Data Summary

1.4.5.1 Analysis and Evaluation

92% of the students evaluated demonstrated the proper and safe use of the oxy fuel 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

95% 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

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.2543

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

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)

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)

1.4.4 Measure of Success

90% of all students evaluated will be able to perform mastery of this skill.

1.4.5 Data Summary

1.4.5.1 Analysis and Evaluation

100% of the students evaluated were able to complete the weld assignment with a successful bend test on the root weld and the cover pass weld

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

100% of the students evaluated will be able to perform the mastery of this skill.

1.4.5.4 Distance Learning: Analysis and Evaluation

Not applicable

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

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

1.4.5.6 Distance Learning: Description of Changes

Not applicable

Health Science Education

Program Name: AAS - Associate Degree Nursing & Transition Programs (Health Occupations)

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

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

33% percent of the students scored 850 or higher on safety on the HESI Custom Test for Level I.

1.4.5.1 Analysis and Evaluation

33% percent of the students scored 850 or higher on safety on the HESI Custom Test for Level I. Did not meet benchmark of 50%.

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

Faculty will make sure that more of the 5 questions put on each test covering previous content will cover safety. Plan to add an hour to the safety concept and cover more NCLEX type questions at the application level. Will decrease the benchmark to 45% to show progression from 45% to 60% by Level IV. Will also be changing guidelines for inviting transition students who don't pass into Level I. Those who score quite low will be invited to apply for the next ADN class and not automatically be accepted - as they tend to bring the averages of the class down.

1.4.5.4 Distance Learning: Analysis and Evaluation

Athens group = 53% on Safe/Effective Care Environment
Kaufman group = 30% on Safe/Effective Care Environment
Distance group not disadvantaged.

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

Will be moving to Terrell where the home class (formerly Kaufman) will be able to do more of the interactive activities in a large classroom with movable tables and chairs rather than the fixed seat auditorium that is currently used.

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 General
Education Education
(Use for Outcomes

LEAPs)

Career Entry Skills Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.5.4 Measure of Success

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

33% of students scored 850 or higher on the clinical judgment section of the Level I HESI custom exam in fall 2018.

1.5.5.1 Analysis and Evaluation

33% of students scored 850 or higher on the clinical judgment section of the Level I HESI custom exam in fall 2018. Not met.

1.5.5.2 Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.5.5.3 Description of Changes

Faculty will make sure that more of the 5 questions put on each test covering previous content will cover clinical judgment at the application level. Will decrease the benchmark to 45% to show progression from 45% to 60% by Level IV. Will also be changing guidelines for inviting transition students who don't pass into Level I. Those who score quite low will be invited to apply for the next ADN class and not automatically be accepted - as they tend to bring the averages of the class down. Will continue to encourage students to do their EAQ's.

1.5.5.4 Distance Learning: Analysis and Evaluation

Kaufman = 34%

Athens = 32%

No significant difference

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

No changes specific to either site. Will make changes listed in section above.

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)

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

33% of students scored 850 or higher on the clinical judgment section of the Level II custom HESI exam in spring 2019.

2.4.5.1 Analysis and Evaluation

33% of students scored 850 or higher on the clinical judgment section of the Level II custom HESI exam in spring 2019. Benchmark of 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

Faculty will make sure that the 5 questions on each exam for previous content will include clinical judgment at the application level. Will continue to encourage and require students to do their EAQ questions from the beginning. Will present NCLEX type questions in each class.

2.4.5.4 Distance Learning: Analysis and Evaluation

Kaufman - 56%

Athens - 38%

Kaufman met the benchmark but Athens did not.

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

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

2.4.5.6 Distance Learning: Description of Changes

Will make sure that Athens students are participating in the interactive activities in class. Will continue to watch to see if there are trends with this difference.

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

Safe/Effective Care Environment - 44% of students scored 850 or higher on the Level II HESI in spring 2019

Assessment - 61%

Analysis - 42%

Planning - 43%

Implementation - 50%

Evaluation - 45%

2.5.5.1 Analysis and Evaluation

Safe/Effective Care Environment - 44% of students scored 850 or higher on the Level II HESI in spring 2019 - Not met

Assessment - 61% - Met

Analysis - 42% - Not met

Planning - 43% - Not met

Implementation - 50% - Met

Evaluation - 45% - Not met
2 of the 6 areas were met, 4 were not.

2.5.5.2 Changes as a Result of Analysis and Evaluation

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

2.5.5.3 Description of Changes

Will make sure that there is a better distribution of each of these types of questions on each exam - will be the responsibility of the test commander to check this. The majority of the concept exams have assessment and implementation questions which were the 2 highest areas.

2.5.5.4 Distance Learning: Analysis and Evaluation

Safe, Effective Care Environment - Athens 46%, Kaufman 45%
Assessment - Athens 54%, Kaufman 64%
Analysis - Athens 38%, Kaufman 43%
Planning - Athens 31%, Kaufman 46%
Implementation - Athens 46%, Kaufman 51%
Evaluation - Athens 62%, Kaufman 43%
Kaufman was higher in 3 areas and Athens was higher in 3 other areas.

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

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

2.5.5.6 Distance Learning: Description of Changes

Will continue to make sure that both groups are treated as equally as possible. Will monitor for trends. Will make sure Athens students are included. Will give Kaufman students a better environment for interactive activities when they move to Terrell.

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

47% of students scored 850 or higher on the physiological integrity section of the Level II HESI exam in spring of 2019.

2.6.5.1 Analysis and Evaluation

47% of students scored 850 or higher on the physiological integrity section of the Level II HESI exam in spring of 2019. Not met.

2.6.5.2 Changes as a Result of Analysis and Evaluation

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

2.6.5.3 Description of Changes

Will be working towards putting the professional nursing courses on Canvas so more time can be devoted to the Health Care Concepts that reflect physiological integrity. Will continue to encourage and require students to do the EAQ questions, especially in the area of physiological integrity.

2.6.5.4 Distance Learning: Analysis and Evaluation

Athens - 38%
Kaufman - 49%
Neither met the 50% benchmark.

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

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

2.6.5.6 Distance Learning: Description of Changes

Will continue to monitor to see if there are trends with one group scoring higher than the other all of the time - not occurring right now. Will implement improvement plan for both groups.

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)

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

40% of students scored 850 or higher on the safe/effective care environment section of the Level III HESI in fall 2018.

3.4.5.1 Analysis and Evaluation

40% of students scored 850 or higher on the safe/effective care environment section of the Level III HESI in fall 2018. Not met.

3.4.5.2 Changes as a Result of Analysis and Evaluation

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

3.4.5.3 Description of Changes

Will continue to encourage and require EAQs, especially for safe, effective care environment. Will make sure to include more exam questions on infection control and safety. Will cover some questions in each class on safety.

3.4.5.4 Distance Learning: Analysis and Evaluation

Kaufman - 40%

Athens - 38%

No real significant difference.

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

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

3.4.5.6 Distance Learning: Description of Changes

Will implement plan of improvement for both groups as neither met the benchmark.

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

54% of students scored 850 or higher on the clinical judgment section of the Level III HESI.

3.5.5.1 Analysis and Evaluation

54% of students scored 850 or higher on the clinical judgment section of the Level III HESI. Almost met.

3.5.5.2 Changes as a Result of Analysis and Evaluation

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

3.5.5.3 Description of Changes

Will continue to encourage and require the EAQ questions. Will make sure the 5 review questions each exam are ones that require clinical judgment at the application or higher level.

3.5.5.4 Distance Learning: Analysis and Evaluation

Kaufman - 56%

Athens - 38%

Kaufman met the benchmark but Athens did not. Athens was a much smaller cohort and 1 person makes a difference.

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

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

3.5.5.6 Distance Learning: Description of Changes

Will make sure that Athens gets included in the interactive activities. Will monitor for trends across concepts to make sure that the Athens group is not negatively affected.

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

64% of the students scored 850 or higher on the physiologic integrity section of the Level III HESI.

3.6.5.1 Analysis and Evaluation

64% of the students scored 850 or higher on the physiologic integrity section of the Level III HESI. Met.

3.6.5.2 Changes as a Result of Analysis and Evaluation

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

3.6.5.3 Description of Changes

Will continue with other strategies that may help this area too - especially encouraging the EAQs and requiring a certain benchmark each semester.

3.6.5.4 Distance Learning: Analysis and Evaluation

Kaufman 66%

Athens 46%

Kaufman met the benchmark but Athens did not. Will continue to monitor to see if there are trends but it is a small cohort and a single person can make a difference.

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

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

3.6.5.6 Distance Learning: Description of Changes

Will make sure that Athens students are doing their EAQs and don't need any assistance. Will monitor for trends to see if they are consistently lower on all of the scores.

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

62% of students scored 850 or higher on the Safe/Effective Care Environment section of the HESI Exit.

65% of students scored 850 or higher on the Clinical Judgment section of the HESI Exit.

4.4.5.1 Analysis and Evaluation

62% of students scored 850 or higher on the Safe/Effective Care Environment section of the HESI Exit. Met.

65% of students scored 850 or higher on the Clinical Judgment section of the HESI Exit. Met

4.4.5.2 Changes as a Result of Analysis and Evaluation

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

4.4.5.3 Description of Changes

Will continue current strategies of emphasizing the EAQs and requiring benchmarks each semester.

4.4.5.4 Distance Learning: Analysis and Evaluation

Safe, effective care environment

Kaufman - 60%

Athens - 71%

Clinical Judgment

Kaufman 62%

Athens 79%

All scored above the benchmark.

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

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

4.4.5.6 Distance Learning: Description of Changes

Will continue current strategies.

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

Students scored over 850 on the 5 areas of the nursing process on the Level IV HESI Exit Exam:

Assessment - 53%

Analysis - 62%

Planning - 64%

Implementation - 70%

Evaluation - 63%

4.5.5.1 Analysis and Evaluation

Students scored over 850 on the 5 areas of the nursing process on the Level IV HESI Exit Exam:

Assessment - 53%

Analysis - 62%

Planning - 64%

Implementation - 70%

Evaluation - 63%

All met the benchmark except for assessment.

4.5.5.2 Changes as a Result of Analysis and Evaluation

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

4.5.5.3 Description of Changes

Started emphasizing the shift assessment in Level I with the fall 2018 cohort and will emphasize it more in clinical in Level III in the fall of 2019 so hopefully this will help assessment skills.

4.5.5.4 Distance Learning: Analysis and Evaluation

Assessment - Kaufman 51, Athens 57

Analysis - Kaufman 57, Athens 86

Planning - Kaufman 61, Athens 79

Implementation - Kaufman 67, Athens 86

Evaluation - Kaufman 62, Athens 64

Athens was higher in all 6 areas.

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

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

4.5.5.6 Distance Learning: Description of Changes

With Kaufman moving to Terrell, students will have a better environment for the interactive activities which will be more conducive to learning.

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 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

4.6.4 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

61% of students scored 850 or higher on the physiologic integrity section of the HESI Exit exam in Level IV in spring 2019.

4.6.5.1 Analysis and Evaluation

61% of students scored 850 or higher on the physiologic integrity section of the HESI Exit exam in Level IV in spring 2019. Benchmark met.

4.6.5.2 Changes as a Result of Analysis and Evaluation

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

4.6.5.3 Description of Changes

Will continue to encourage and require students to meet certain benchmarks on their EAQs. Students signed a written warning at the beginning of Level IV if they hadn't met their benchmark for the end of Level III and had to keep working on NCLEX type questions daily until they met those benchmarks.

4.6.5.4 Distance Learning: Analysis and Evaluation

Athens - 71%
Kaufman - 58%
Athens met the benchmark but Kaufman didn't.

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

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

4.6.5.6 Distance Learning: Description of Changes

Move to Terrell will help Kaufman students get the environment they need to do more of the flipped classroom interactive activities.

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

Career Entry Skills

Career Entry Skills (CE): 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

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

Career Entry Skills

Career Entry Skills (CE): 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

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

Of the 8 students who participated in the reading program, 7 completed at least 1 hour a week and 3 completed at least the requested 4 hours a week. Currently 3 of the 7 students are still in the program a year later for a 43% retention rate. The current class of 2020 has a 59% retention rate.

5.4.5.1 Analysis and Evaluation

Of the 8 students who participated in the reading program, 7 completed at least 1 hour a week and 3 completed at least the requested 4 hours a week. Currently 3 of the 7 students are still in the program a year later for a 43% retention rate. The current class of 2020 has a 59% retention rate. Benchmark

not met.

5.4.5.2 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.)

5.4.5.3 Description of Changes

Will ask the Testing/Tutor Coordinator to manage the students doing the reading in the summer of 2020 to give them reminders and monitor their progress better, giving them encouragement to progress. Some of the students in the reading program in summer of 2018 did not get past grade 7 in reading comprehension skills, which is not enough to be successful in a nursing 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 - Emergency Medical Technology/Technician (EMT Paramedic)

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

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

All data is for the time period of 9-1-18 through 7-26-19. First attempt pass rate on the cardiology sub-scale was 33% (7 out of 21). All attempts pass rate on the cardiology sub-scale was 25% (8 out of 32).

1.4.5.1 Analysis and Evaluation

All data is for the time period of 9-1-18 through 7-26-19. First attempt pass rate on the cardiology sub-scale was 33% (7 out of 21). All attempts pass rate on the cardiology sub-scale was 25% (8 out of 32). The data shows that the criteria was not met. 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

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

1.4.5.3 Description of Changes

Consider adding additional higher order practice exams and quizzes related to diagnosis and terminology. Add to the existing practice exams and quizzes so that the students understand the depth and breadth of the material. Consider increasing the amount of time spent using scenario-based learning. Continue the transition to a more scenario-based classroom environment. Consider adding content-specific worksheets and drills to emphasize key topics. Develop content worksheets and drills.

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 General
Education Education
(Use for Outcomes
LEAPs)

Career Entry Skills

Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.5.4 Measure of Success

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

All data is for the time period of 9-1-18 through 7-26-19. First attempt pass rate on the airway sub-scale was 14% (3 out of 21). All attempts pass rate on the airway sub-scale was 19% (6 out of 32).

1.5.5.1 Analysis and Evaluation

All data is for the time period of 9-1-18 through 7-26-19. First attempt pass rate on the airway sub-scale was 14% (3 out of 21). All attempts pass rate on the airway sub-scale was 19% (6 out of 32). The data shows that the criteria was not met.

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

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

1.5.5.3 Description of Changes

Consider adding additional higher order practice exams and quizzes related to diagnosis and terminology. Add to the existing practice exams and quizzes so that the students understand the depth and breadth of the material. Consider increasing the amount of time spent using scenario-based learning. Continue the transition to a more scenario-based classroom environment. Consider adding content-specific worksheets and drills to emphasize key topics. Develop content worksheets and drills.

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

80% of the students taking the Platinum final exam for paramedics in the last semester of the paramedic program in May 2019 scored at or above the recommended level (75% cut score) on the subtest of items related to airway management.

2.4.5.1 Analysis and Evaluation

80% of the students taking the Platinum final exam for paramedics in the last semester of the

paramedic program in May 2019 scored at or above the recommended level (75% cut score) on the subtest of items related to airway management. 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

Even though the benchmark was met, the program is adopting MyBrady lab for the students in the next class to improve their overall preparation for the national registry exam.

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

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

93% of the students taking the Platinum final exam for paramedics in the last semester of the paramedic program in May 2019 scored at or above the recommended level (75% cut score) on the subtest of items related to trauma.

3.4.5.1 Analysis and Evaluation

93% of the students taking the Platinum final exam for paramedics in the last semester of the paramedic program in May 2019 scored at or above the recommended level (75% cut score) on the subtest of items related to trauma. 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

Even though the benchmark was met, the program is adopting MyBrady lab for the students in the next class to improve their overall preparation for the national registry exam.

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

100% of the students taking the Platinum Exit exam for paramedics in the last semester of the paramedic program in May 2019 scored at the recommended level or higher (75%) on the subtest related to medical problems.

4.4.5.1 Analysis and Evaluation

100% of the students taking the Platinum Exit exam for paramedics in the last semester of the paramedic program in May 2019 scored at the recommended level or higher (75%) 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

Even though the benchmark was met, the program is adopting MyBrady lab for the students in the next class to improve their overall preparation for the national registry exam.

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 | Career Entry Skills (CE): 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

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

73% of the students taking the Platinum Exit Exam for Paramedics in the last semester of the paramedic program in May 2019 scored at the recommended level (75%) on the cardiology items.

5.4.5.1 Analysis and Evaluation

73% of the students taking the Platinum Exit Exam for Paramedics in the last semester of the paramedic program in May 2019 scored at the recommended level (75%) on the cardiology items. 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 program has adopted the My Brady Lab®. This companion website includes customized study plans that are based on student success. Interactive case studies are also on the website. This gives the students a better understanding of how cardiology applies in the field. Lab: The students will also have dedicated lab for the treatment of cardiology patients.

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: #6 Sep 1, 2018 to Aug 31, 2019

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)

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. Will continue with the A&P book for surgical technologists.

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

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

In May 2019, 100% of students scored 70% or higher on the anatomy & physiology section of the CST exam.

1.4.5.1 Analysis and Evaluation

In May 2019, 100% of students scored 70% or higher on the anatomy & physiology section of the CST exam. Met.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.4.5.3 Description of Changes

Will increase the benchmark to 80% for next year since the 70% benchmark has been exceeded for a few years.

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 1409,1441 and 1442 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)

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

In May 2019, 88% of the students scored 70% or higher on the intraoperative section of the CST exam.

1.5.5.1 Analysis and Evaluation

In May 2019, 88% of the students scored 70% or higher on the intraoperative section of the CST exam. Met.

1.5.5.2 Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.5.5.3 Description of Changes

Will increase benchmark for success on the intraoperative section to 75% for next year since it has been met for the last couple of years.

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

In May 2019, 88% of students scored 70% or higher on the surgical pharmacology section of the CST exam.

1.6.5.1 Analysis and Evaluation

In May 2019, 88% of students scored 70% or higher on the surgical pharmacology section of the CST exam. Met.

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

Instructor will continue to work on ways to improve students knowledge of surgical pharmacology. Will incorporate any strategies learned from the AST Educator's Conference, if addressed. Benchmark will stay the same since it is a new LEAP.

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: #6 Sep 1, 2018 to Aug 31, 2019

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

In fall 2018 100% of the students scored 90% or higher on items related to delegation.
In spring 2019, 89% of the students scored 90% or higher on items related to delegation.

1.4.5.1 Analysis and Evaluation

In fall 2018 100% of the students scored 90% or higher on items related to delegation - Met
In spring 2019, 89% of the students scored 90% or higher on items related to delegation - Met.
Benchmark met for both semesters.

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 will make sure students know the changes made to delegation rules from the Board of Nursing and strive for 100% both semesters.

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

In fall 2018, 88% of students scored 80% or higher on items on final related to disease processes.

In spring 2019, 56% of students scored 80% or higher on items on final related to disease processes.

1.5.5.1 Analysis and Evaluation

In fall 2018, 88% of students scored 80% or higher on items on final related to disease processes. Met.

In spring 2019, 56% of students scored 80% or higher on items on final related to disease processes.

Not met.

Only met for one of the semesters.

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

This benchmark seems to be the most difficult to meet. The students only purchase one book on medical assisting and that is not comparable to students in the medical assisting classes that take the same body systems course. The provost has been investigating resources for the Health Science Academy medical assisting classes and found a potential basic book that covers basic anatomy & physiology and diseases. Will have the PCT instructor review this book in the fall for possible adoption for spring 2020 to improve resources for students to learn about key diseases.

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: #6 Sep 1, 2018 to Aug 31, 2019

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

In Kaufman, 47% scored at or above the national mean of 54.1 on the ATI Pharnacology exam.
In Palestine, 59% scored at or above the national mean of 54.1 on the ATI Pharmacology exam.

1.4.5.1 Analysis and Evaluation

In Kaufman, 47% scored at or above the national mean of 54 on the ATI Pharnacology exam. Not met.
In Palestine, 76.5% scored at or above the national mean of 54 on the ATI Pharmacology exam. Met.
One of two groups meet the benchmark.

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

In Kaufman, the instructor will assign a group project in Level III to help students remember pharmacology as the majority of the pharmacology is taught in Level I and addressed in each unit throughout the curriculum but tested in Level III. Will encourage use of ATI remediation.
In Palestine, faculty will continue current strategies.

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

In Kaufman, 11/14 students scored at or above the national mean (64.5%) on the ATI exam for Care of Pediatric Patients for a 78.57% success rate.

In Palestine, 15/17 students scored at or above the national mean (64.5%) on the ATI exam for Care of Pediatric Patients for an 88% success rate.

2.4.5.1 Analysis and Evaluation

In Kaufman, 11/14 students scored at or above the national mean (64.5%) on the ATI exam for Care of Pediatric Patients for a 78.57% success rate.

In Palestine, 15/17 students scored at or above the national mean (64.5%) on the ATI exam for Care of Pediatric Patients for an 88% success rate.

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

Faculty from both campuses will continue current strategies but encourage students who are not doing well in the pediatric course to use the ATI pediatric resources before they take the ATI pediatric exam.

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

In Kaufman, 43% of students scored at or above the national mean of 58.5% on the ATI test for maternal/newborn care.

In Palestine, 82% of students scored at or above the national mean of 58.5% on the ATI test for maternal/newborn care.

3.4.5.1 Analysis and Evaluation

In Kaufman, 43% of students scored at or above the national mean of 58.5% on the ATI test for maternal/newborn care. Not met.

In Palestine, 82% of students scored at or above the national mean of 58.5% on the ATI test for maternal/newborn care. Met.

Palestine class met benchmark, but Kaufman did not.

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

Palestine faculty will continue current strategies.

Kaufman faculty will change the summer group project to include more materials for OB. This will help to reinforce the OB content. Testing right after the OB course finished didn't help.

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

In Kaufman, 73% of students (11/15) scored at or above the national mean (61.3%) on the ATI exam for medical/surgical nursing.

In Palestine, 94% of students (16/17) scored at or above the national mean (61.3%) on the ATI exam for medical/surgical nursing.

4.4.5.1 Analysis and Evaluation

In Kaufman, 73% of students (11/15) scored at or above the national mean (61.3%) on the ATI exam for medical/surgical nursing. Almost met.

In Palestine, 94% of students (16/17) scored at or above the national mean (61.3%) on the ATI exam for medical/surgical nursing. Met.

4.4.5.2 Changes as a Result of Analysis and Evaluation

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

4.4.5.3 Description of Changes

In Kaufman, faculty will adopt the ADN guided activities in the clinical setting where some students are working in groups to address topics in the medical surgical area and some students may take care of patients and then switch to help students get a deeper understanding of certain key med/surg concepts.

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

In Kaufman, 93% of students scored at or above the national mean (65.5%) on the ATI exam on mental health.

In Palestine, 100% of students scored at or above the national mean (65.5%) on the ATI exam on mental health.

5.4.5.1 Analysis and Evaluation

In Kaufman, 93% of students scored at or above the national mean (65.5%) on the ATI exam on mental health. Met.

In Palestine, 100% of students scored at or above the national mean (65.5%) on the ATI exam on mental health. 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

Curriculum will be changing this coming year, deleting the mental health course VNSG 1136 and moving the content to VNSG 1122. It will be important for the faculty on both campuses to make sure that the students still get this content and these results will be evaluated closely next year after the change.

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

In Kaufman, 68% of students scored at or above the national mean (65.5%) on the ATI exam on fundamentals.

In Palestine, 88% of students scored at or above the national mean (65.5%) on the ATI exam on fundamentals.

6.4.5.1 Analysis and Evaluation

In Kaufman, 68% of students scored at or above the national mean (65.5%) on the ATI exam on fundamentals. Not met.

In Palestine, 88% of students scored at or above the national mean (65.5%) on the ATI exam on fundamentals. 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

Palestine faculty will continue current strategies, incorporating any new teaching strategies learned at the TAVNE conference.

Kaufman faculty will add a group project in Level I so student obtain a better understanding of the fundamentals of nursing. Will need to communicate this plan to the new VN program coordinator as there will be a new one this fall.

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 (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

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

In Kaufman, 11/15 students scored at or above the national mean on the ATI comprehensive exam for a 73% success rate.

In Palestine, 16/17 students scored at or above the national mean on the ATI comprehensive exam for a 94% success rate.

7.4.5.1 Analysis and Evaluation

In Kaufman, 11/15 students scored at or above the national mean on the ATI comprehensive exam for a 73% success rate. Almost met.

In Palestine, 16/17 students scored at or above the national mean on the ATI comprehensive exam for a 94% success rate. 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

In Kaufman, instructor plans to have students do the practice comprehensive test prior to taking the proctored test. Students who score low on the practice test will be given remediation to better increase the chances on the proctored exam. With a new program coordinator coming, we will need to communicate this plan.

In Palestine, faculty will continue current plan.

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

Program Name: MDCA.1254

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 Course

MDCA 1254

1.1 Division-Department

Continuing and Workforce Education

1.2 Course Type

WECM Course (nonTransfer)

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

Develop time management skills; apply study techniques; perform test-taking strategies for exams covering content of medical assisting courses.

1.4 Measured Outcome

A 20 % increase from the first practice NHA exam given versus the last NHA practice exam given.

1.4.1 Student Learning Outcomes

1. Review content of previous medical assisting courses.
2. Practice test taking strategies and study techniques
3. Develop a time management routine for the exam.
4. Identify material in content and competencies in the medical assistant program.
5. Demonstrate general medical assisting knowledge.
6. Demonstrate administrative medical assisting knowledge.
7. Demonstrate clinical medical assisting knowledge.

Learning

1.4.2 Learning Activities

1. Develop time-management skills
2. Apply study techniques
3. Perform test-taking strategies for exams covering content of medical assisting courses.

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

Develop time management skills; apply study techniques; perform test-taking strategies for exams covering content of medical assisting courses

1.4.4 Measure of Success

All students should score 80% or higher on final mock credentialing exam.

1.4.5 Data Summary

In spring 2019, 4/6 students scored 80% or higher on the LEAPs post test for 67% success rate. 6/7 students scored 80% or higher on NHA CCMA for a 86% success rate.

1.4.5.1 Analysis and Evaluation

In spring 2019, 4/6 students scored 80% or higher on the LEAPs post test for 67% success rate. 6/7 students scored 80% or higher on NHA CCMA for a 86% success rate. Not met.

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

Perhaps 100% benchmark is unrealistic. Will work with instructor to come up with a more realistic expected outcome. Will also be changing the outcome to measure their progress on the practice NHA exams which students have buy in to do well on instead of the pre- and post-test which they had no incentive to do well on. To help students do well, the instructor has the students do set amounts of time inside the NHA study modules. She will have the students who are not doing well come meet with her individually to determine an individual plan, focusing on their weak areas, giving them study materials, etc.

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.1317

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 Course

MDCA 1317

1.1 Division-Department

Continuing and Workforce Education

1.2 Course Type

WECM Course (nonTransfer)

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

1. Assist with routine and specialty office examinations and procedures including inventory control.
2. Perform medical and surgical asepsis and sterile technique appropriate in ambulatory care settings.
3. Apply governmental health care guidelines and respond to medical emergencies

1.4 Measured Outcome

1. Assist with routine and specialty office examinations and procedures including inventory control.
 2. Perform medical and surgical asepsis and sterile technique appropriate in ambulatory care settings.
- Apply governmental health care guidelines and respond to medical emergencies

1.4.1 Student Learning Outcomes

1. Assist with routine and specialty office examinations and procedures including inventory control.
 2. Perform medical and surgical asepsis and sterile technique appropriate in ambulatory care settings.
- Apply governmental health care guidelines and respond to medical emergencies

1.4.2 Learning Activities Learning Activities

Learning Activities:

1. Become competent at accessing vital signs
2. Basic understanding of asepsis and sterile techniques
3. Knowledgeable regarding health care guidelines
4. Knowledgeable with appropriate responses to a variety of medical emergencies.

Test question #1 Showcases students understanding re: Routine exam

Test question #2 Showcases students understanding re: specialty exams

Test question #3 Showcases students understanding re: inventory control

Test question #4 Showcases students understanding re: asepsis

Test question #5 Showcases students understanding re: sterile technique

Test question #6 Showcases students understanding re: governmental health care guidelines

Test question #7 Showcases students understanding re: medical emergencies

Test question #8 Showcases students understanding re: proper documentation

Test question #9 Showcases students understanding re: ambulatory care settings

Test question #10 Showcases students understanding re: office procedures in ambulatory care settings

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

1. Assist with routine and specialty office examinations and procedures including inventory control.
2. Perform medical and surgical asepsis and sterile technique appropriate in ambulatory care settings.

Apply governmental health care guidelines and respond to medical emergencies

Emphasis will be on patient assessment, examination, and treatment as directed by physician. Includes Vital Signs, collection and documentation of patient information, asepsis, office clinical procedures, assistant with physician with clinical procedures, and other treatments as appropriate for ambulatory settings.

1.4.4 Measure of Success Measurement

A Pre and post test/quiz will be administered, analysis of the 2 scores to showcase increase in knowledge in required outcomes and average grade increased. Students will be prepared to handle hands on patient care in ambulatory setting to complete M/NA Program.

1.4.5 Data Summary

The measured outcome just says that students will score higher on the post-test showing an increase but the amount of increase is not specified. In fall 2018, 14 students took both the pre and post-test. 2 students scored the same, 4 students had a lower score and 8 students increased. Overall the class has a 7.5% increase, which technically meets the outcome.

1.4.5.1 Analysis and Evaluation

The measured outcome just says that students will score higher on the post-test showing an increase but the amount of increase is not specified. In fall 2018, 14 students took both the pre and post-test. 2 students scored the same, 4 students had a lower score and 8 students increased. Overall the class has a 7.5% increase, which technically meets the outcome since a specific increase was not given as the outcome. The more important measure, rather than an increase from beginning to end, would be that a certain percentage of the students score at least the desired benchmark. For this group of 14 completers, 9 of 14 scored at least 75% for a 64% success rate.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.4.5.3 Description of Changes

Will change the benchmark to specify that 75% of the students score 75% or higher on the post-test at the end of the course. The pre-test will not be necessary. This will show that the students are prepared to handle hands on patient care in ambulatory setting.

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.1348

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 Course

MDCA 1348

1.1 Division-Department

Continuing and 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 Education Outcomes for class

Prepare, Administer, and document oral and percutaneous medications; calculate drug dosages for administration by standard routes for adults and pediatric patients; demonstrate inventory handling and storage; and adhere to governmental health care guidelines and biohazard protocols.

1.4 Measured Outcome Measured outcome

Prepare, Administer, and document oral and percutaneous medications; calculate drug dosages for administration by standard routes for adults and pediatric patients; demonstrate inventory handling and storage; and adhere to governmental health care guidelines and biohazard protocols.

Students will be given a pre test regarding all of these entities and then given a post test to see if their knowledge has increased and by how much at the end of the course.

1.4.1 Student Learning Outcomes Student Learning Outcomes

Prepare, Administer, and document oral and percutaneous medications; calculate drug dosages for administration by standard routes for adults and pediatric patients; demonstrate inventory handling and storage; and adhere to governmental health care guidelines and biohazard protocols.

1.4.2 Learning Activities Measuring tool

pre and post test analysis regarding the required outcomes.

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

Prepare, Administer, and document oral and percutaneous medications; calculate drug dosages for administration by standard routes for adults and pediatric patients; demonstrate inventory handling and storage; and adhere to governmental health care guidelines and biohazard protocols.

1.4.4 Measure of Success

Students will score higher than 70% on the post test.

1.4.5 Data Summary

13/13 students in fall 2018 scored over 70% on the pharmacology post-test for a 100% success rate.

1.4.5.1 Analysis and Evaluation

13/13 students in fall 2018 scored over 70% on the pharmacology post-test for a 100% success rate. Met benchmark. Instructor also gave pre-test and post-test and all but 1 students improved.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.4.5.3 Description of Changes

Will change the benchmark to 80% of students will score 75% or higher on the pharmacology test given at the end of the program. This was changed from 70% since 75% is passing in health occupations courses. Will not require a pre-test, since it is most important that the students attain a certain score at the end of the course, not that they improve a certain amount from pre- to post- test.

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.1160

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 Course

NURA 1160

1.1 Division-Department

Continuing and Workforce Education

1.2 Course Type

WECM Course (nonTransfer)

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

Upon completion of this course, the student should demonstrate a master of the following learning outcomes: Students will follow a learning plan started in NURA 1401 to apply the theory, concepts, and skills involving specialized materials, tools, equipment, procedures, regulations, laws and interactions within and among political, economic, environmental, social and legal systems associated with the occupation and business/industry: and will demonstrate legal and ethical behavior, safety practices, interpersonal and teamwork skills, and appropriate written and verbal communication skills using the terminology of the occupation and business/industry.

These clinical skills are generally demonstrated at nursing homes which are approved by Texas Department of Health and Human Services and Trinity Valley Community College

1.4 Measured Outcome

Completion of the Clinical section of the Texas Nurse Aide Performance Record

? Observe and demonstrate all clinical skills, working with a facility assigned preceptor, the facility multi-disciplinary team, and the clinical instructor

? Completion of the Nurse Aide Preceptor Skills Check-off

6 Syllabus may be changed during the course of the semester. Please check with your instructor periodically. | Trinity Valley Community College

? Completion of the Nurse Aide Instructor Skills Check-off

? Completion of the Professionalism Evaluation Form

1.4.1 Student Learning Outcomes

Learning Outcomes

Specialized materials, tools, equipment

Procedures

Regulations/Laws

Systems associated with the occupation

Demonstrates Legal and Ethical behavior

Demonstrates safety practices

Demonstrates interpersonal and teamwork skills

1.4.2 Learning Activities

Demonstrated ability to use fire extinguishers, manual bed cranks, mechanical lifter, use of restraints

Performance of oral care, ability to handle emergency situations, transferring of patients from bed to chair and bathing and grooming patients.

Written (or oral) confirmation of Regulations/Laws, Residents Rights, OBRA, HIPAA, OSHA

Demonstration on how to use the following first by Professor and then by the student: fire extinguishers, manual bed cranks, mechanical lifter, use of restraints

Demonstrations by Professor and students on how to perform oral care, handle emergency situations, transferring of patients from bed to chair and bathing and grooming patients. (Students will work in pairs to demonstrate)

Instruction and discussion on Regulations/Laws, Residents Rights, OBRA, HIPAA, OSHA (students will complete forms given to patients so that they have an understanding of their patients expectations for safety and privacy)

Professor will demonstrate the following safety measures and students will practice them with a partner: Heimlich maneuver, assisted ambulation, pressure sore prevention, cleaning up spills, signal device use

Teamwork skills will be learned during the activities when the students are paired or put into groups to work together.

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

A health- related work-based learning experience that enables the student to apply specialized occupational theory, skills and concepts. Direct supervision is provided by the clinical professional.

1.4.4 Measure of Success

Measures of success would be:

Student Use fire extinguishers, manual bed cranks, mechanical lifter, use of restraints following two attempts.

Performance of oral care, ability to handle emergency situations, transferring of patients from bed to chair and bathing and grooming patients following simulation lab instruction and one live patient.

100% of students complete Written (or oral) confirmation of Regulations/Laws, Residents Rights, OBRA, HIPAA, OSHA

Content Categories & Question Number/Topic Associated with Outcomes

Specialized materials, tools, equipment 1-4, fire extinguisher, manual bed cranks, mechanical lifter, restraints

Procedures 5-9, oral care, emergency situations, transferring bed to chair, bathing and grooming

Regulations/Laws 10-14, Residents Rights, OBRA, HIPAA, OSHA

Systems associated with the occupation 15-17, reporting grievances, need for translation services, working with the fire department

Demonstrates Legal and Ethical behavior 18-22 Incident reporting, self-reporting of errors, following Scope of Practice (State and Federal), following the Care Plan, participation in MDS assessment, accepting gifts and doing special favors.

Demonstrates safety practices 23-30, Heimlich maneuver, assisted ambulation, pressure sore prevention, cleaning up spills, signal device, body mechanics, oxygen

Demonstrates interpersonal and teamwork skills 31-35, aide and resident; aide and charge nurse; aide and dietician; aide occupational therapist

1.4.5 Data Summary

This LEAP is difficult to evaluate. The instructor gave a pre- and post-test. Of the 9 students, 2 scores stayed the same, 1 decreased and 6 improved with an average improvement for the class of 9%. 4 of 9 students scored over 80% which the instructor was using as the benchmark, although not specified in the LEAP. This is a 44% success rate, but a benchmark was not specified.

1.4.5.1 Analysis and Evaluation

This LEAP is difficult to evaluate. The instructor gave a pre- and post-test. Of the 9 students, 2 scores stayed the same, 1 decreased and 6 improved with an average improvement for the class of 9%. 4 of 9 students scored over 80% which the instructor was using as the benchmark, although not specified in the LEAP. This is a 44% success rate, but a benchmark was not specified. This is a clinical course which leads to the CNA certification exam, which would be better to evaluate in an administrative outcome, rather than a LEAPs outcome. The student must successfully demonstrate the skills in the

clinical setting on the performance record so in essence, all students will meet the benchmark and will not provide meaningful results. A pre-test and post-test format is not well-suited to this course.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.4.5.3 Description of Changes

Will move this outcome to the Administrative outcomes, and add it to the outcome that talks about passing the various certification/licensing exam. The benchmark will be that 90% of students will pass the CNA exam, which will be a reflection that the course outcomes have been met.

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: #6 Sep 1, 2018 to Aug 31, 2019

1 Course

NURA 1401

1.1 Division-Department

Continuing and Workforce Education

1.2 Course Type

WECM Course (nonTransfer)

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

1. Perform procedures to maintain basic safety and comfort of long term residents.
2. Safely perform activities of daily living skills and promote independence in: mobility, transfers, elimination, eating, dressing and grooming.
3. Independently perform Passive Range of Motion exercises.
4. Perform and record measurements of height, weight, temperature, pulse, respirations, pulse oximetry, blood pressure, (optional: pulse, oximetry, and blood glucose levels.)
5. Communicate effectively with residents/patients with a variety of communication disorders (visual, hearing, cognitive impairment, behavioral problems) and family members or significant others respecting HIPAA laws and residents rights.
6. Effectively interact with members of the health care team.
- 4 Syllabus may be changed during the course of the semester. Please check with your instructor periodically. | Trinity Valley Community College
7. Respect Resident Rights and need for self-esteem and independence.
8. Demonstrate understanding of Postmortem care procedures.
9. Demonstrate knowledge and skills needed to successfully complete the State of Texas, Texas Department of Health and Human Services certification assessment for nurse aides.

1.4 Measured Outcome

Practice Test is located at the back of students workbook and on instructors CD
Test to be administered prior to any course instruction, first week of classes, and re-administered during last class prior to Final Exam.

Content Categories & Question Numbers Associated with Outcomes

1. Specialized materials, tools, equipment Question #s:12, 30, 31, 35,36, 42, 48
2. Procedures Question #s 2, 8, 11, 15, 17, 22, 27, 32, 41, 45
3. Regulations/Laws Question #s 3, 5, 29, 44, 47,
4. Systems associated with the occupation Question #s 6, 50
5. Demonstrates Legal and Ethical behavior Question #s 9, 25, 26, 40, 46
6. Demonstrates safety practices Question #s 14, 18, 23, 24, 28, 37, 49
7. Demonstrates interpersonal and teamwork skills Question #s 1,7, 16, 19, 32, 34, 39, 43,
8. Demonstrates verbal and written communication/documentation skills using the terminology of the occupation Question #s 4, 10, 13, 20, 21,

1.4.1 Student Learning Outcomes

1. Perform procedures to maintain basic safety and comfort of long term

residents.

2. Safely perform activities of daily living skills and promote independence in:

mobility, transfers, elimination, eating, dressing and grooming.

3. Independently perform Passive Range of Motion exercises.

4. Perform and record measurements of height, weight, temperature, pulse, respirations, pulse oximetry, blood pressure, (optional: pulse, oximetry, and blood glucose levels.)

5. Communicate effectively with residents/patients with a variety of communication disorders (visual, hearing, cognitive impairment, behavioral problems) and family members or significant others respecting HIPAA laws and residents rights.

6. Effectively interact with members of the health care team.

4 Syllabus may be changed during the course of the semester. Please check with your instructor periodically. | Trinity Valley Community College

7. Respect Resident Rights and need for self-esteem and independence.

8. Demonstrate understanding of Postmortem care procedures.

9. Demonstrate knowledge and skills needed to successfully complete the State of Texas, Texas Department of Health and Human Services certification assessment for nurse aides.

1.4.2 Learning Activities

Daily participation

Class written work (writing assignments, workbook assignments, etc.)

Research paper

Skills practice and demonstrations

An introduction of safety practices for medical professionals that includes demonstrations by the teacher and the student.

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

. Perform procedures to maintain basic safety and comfort of long term residents.

2. Safely perform activities of daily living skills and promote independence in: mobility, transfers, elimination, eating, dressing and grooming.

3. Independently perform Passive Range of Motion exercises.

4. Perform and record measurements of height, weight, temperature, pulse, respirations, pulse oximetry, blood pressure, (optional: pulse, oximetry, and blood glucose levels.)

5. Communicate effectively with residents/patients with a variety of communication disorders (visual, hearing, cognitive impairment, behavioral problems) and family members or significant others respecting HIPAA laws and residents rights.

6. Effectively interact with members of the health care team.

4 Syllabus may be changed during the course of the semester. Please check with your instructor periodically. | Trinity Valley Community College

7. Respect Resident Rights and need for self-esteem and independence.

8. Demonstrate understanding of Postmortem care procedures.

9. Demonstrate knowledge and skills needed to successfully complete the State of Texas, Texas Department of Health and Human Services certification assessment for nurse aides.

1.4.4 Measure of Success

Students will be given a pre test and a post test to assess their prior knowledge of the practices required for CNA and a post test to determine what they have learned through the course. These test will include questions that are directly linked back to the course outcomes.

Content Categories & Question Numbers Associated with Outcomes

1. Specialized materials, tools, equipment 12, 30, 31, 35,36, 42, 48
2. Procedures 2, 8, 11, 15, 17, 22, 27, 32, 41, 45
3. Regulations/Laws 3, 5, 29, 44, 47,
4. Systems associated with the occupation 6, 50
5. Demonstrates Legal and Ethical behavior 9, 25, 26, 40, 46
6. Demonstrates safety practices 14, 18, 23, 24, 28, 37, 49
7. Demonstrates interpersonal and teamwork skills 1,7, 16, 19, 32, 34, 39, 43,
8. Demonstrates verbal and written communication/documentation skills using the terminology of the occupation 4, 10, 13, 20, 21,

1.4.5 Data Summary

The measure of success for this LEAP was not clear. The plan talked about giving a pre-test and post-test covering the objectives of the course. The results showed that 4 of the 5 completers in fall 2018 and 2 of the 2 completers in spring 2019 scored at or above the benchmark of 85% which we will be setting for next year on the post-test CNA practice exam for a 6/7 success rate of 86% - meeting the 80% benchmark we will be setting for next year. Of the 7 completers in 2018 - 2019, 6 of the 7 students scored higher on the post-test for a 86% success rate with an average improvement of 21.7%.

1.4.5.1 Analysis and Evaluation

The measure of success for this LEAP was not clear. The plan talked about giving a pre-test and post-test covering the objectives of the course. The results showed that 4 of the 5 completers in fall 2018 and 2 of the 2 completers in spring 2019 scored at or above the benchmark of 85% which we will be setting for next year on the post-test CNA practice exam for a 6/7 success rate of 86% - meeting the 80% benchmark we will be setting for next year. Of the 7 completers in 2018 - 2019, 6 of the 7 students scored higher on the post-test for a 86% success rate with an average improvement of 21.7%. The faculty discussed that meeting the benchmark on the post-test was the most important as it demonstrated their readiness for the CNA exam. If students improved from 50% to 60% from pre- to post test, this was an improvement but it would not show the students were ready for the CNA exam.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.4.5.3 Description of Changes

Will be clarifying the measure of success for the nurse aide course for next year so that the goal is that 80% of the students will score 85% or higher on the CNA practice exam. With only 5 students completing the course in the fall and 2 in the spring, emphasis will be made on retention strategies in an administrative outcome.

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: PHRA.1202

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 Course PHRA.1202

PHRA.1202, Pharmacy Law

1.1 Division-Department

Continuing Workforce Education-Pharmacy Technician

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 Measured Outcome

Student will be able to differentiate, discuss and/or explain the various pharmacy laws and regulations and their effect on the contemporary practice of pharmacy. Student success will be measured via a pre-test and a post-test.

1.4.1 Student Learning Outcomes Learning Outcomes

Students will differentiate among various federal and state pharmacy laws and regulations as they pertain to the practice of pharmacy and therefore pharmacy technicians.

1.4.2 Learning Activities

Students will receive lecture and theory from instructor as well as online learning activities, research and practice exams.

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 pass the post test with 80% or better score.

1.4.5 Data Summary

Results were 100% of students passing the post-test with an average score of 98%. The benchmark level has been increased to 90% of students passing with a score of 90% or better.

1.4.5.1 Analysis and Evaluation

Students took a post-test to measure their ability to differentiate, discuss and/or explain the various pharmacy laws and regulations and their effect on the contemporary practice of pharmacy. Students met the requirement of 85% of students passing the post test with scores of 80% or better. 100% of the students passed the test with an average score of 98%.

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 level will be increased to 90% of students scoring 90% or better on the post-test.

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: PHRA.1205

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 Course PHRA.1205, Drug Classifications

PHRA.1205, Drug Classifications

1.1 Division-Department

Continuing & 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

Career Entry Skills Career Entry Skills (CE): Students will 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 learn the Top 200 Drug generic names, brand names, drug classification, use and major side effects.

1.4.1 Student Learning Outcomes

Students will learn the Top 200 drugs by their generic name, brand name, drug classification, use and major side effects.

1.4.2 Learning Activities

Students will receive lecture and theory from the instructor as well as online learning activities, research of various drug classes, learning games and practice tests.

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 pass the post test with 80% or better score on the Top 200 Drug test.

1.4.5 Data Summary

Due to consistent reporting of lower than desired scores on practice tests for pharmacology, there will be added resources for this class which are included in the Pharmacology text that is used in the pharmacy technician coursework. Additional online activities and research will be used as well as additional study sessions if needed. Measure of Success outcomes will remain the same for the coming year.

1.4.5.1 Analysis and Evaluation

Students were expected to learn the Top 200 drug generic names, brand names, classification, use and major side effects. Measure of success was 85% of students passing with score of 80% or better on the post test. 83% passed with a score of 80% or better. While this is very close, there were consistent low scores on the pharmacology (drug classification) portion of practice tests. Additional material will be used for the upcoming year as well as additional reviews and activities to increase the scores.

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 resources will be used in this course as well as additional reviews and study sessions. The pharmacology textbook will be used more in depth for this class as well as additional learning activities and online resources available with the textbook. Additional study sessions will be added if further review is needed. The measure of success outcomes will remain the same for the coming 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: PHRA.1243

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 Course PHRA.1243

PHRA.1243, Pharmacy Technician Certification Review Course

1.1 Division-Department

Continuing & 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

Career Entry Skills Career Entry Skills (CE): Students will 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 differentiate, discuss, calculate, demonstrate and/or explain the various duties and skills required of a pharmacy technician.

1.4.1 Student Learning Outcomes

Student will be able to differentiate, discuss, calculate, demonstrate and/or explain the various duties and skills required of a pharmacy technician.

1.4.2 Learning Activities

Students will receive online learning activities, research, learning games, review games, review simulations, and practice tests.

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 pass the post test with 80% or better.

1.4.5 Data Summary

100% of the students passed the post test/practice test with an average score of 84%. However, scores indicated that the domain with the lowest scores was on drug classification, dosing, interactions and basic pharmacology knowledge. Extra review, activities and notes will be added to the coursework for the coming year and the measure of success outcomes will remain the same.

1.4.5.1 Analysis and Evaluation

Students received online learning activities, research, learning games, review games, simulations, experiential activities in a clinical setting and practice tests throughout the program. 100% of the students passed a practice test/post test with an average score of 84%. After analysis of individual practice tests, more emphasis will be placed on specific drugs and pharmacology as this domain appeared to be where students had the most difficulty. Measure of success will remain the same for next year.

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

More emphasis will be placed on drug classifications, drug dosages, and the pharmacology involved with the Top 200 drugs to increase the domain of knowledge on the PTCE. Extra review, notes and learning activities will be added to course work to increase scores in this domain.

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

Distance Education

Program Name: AAS - Associate Degree Nursing & Transition Programs (Health Occupations)

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

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

33% percent of the students scored 850 or higher on safety on the HESI Custom Test for Level I.

1.4.5.1 Analysis and Evaluation

33% percent of the students scored 850 or higher on safety on the HESI Custom Test for Level I. Did not meet benchmark of 50%.

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

Faculty will make sure that more of the 5 questions put on each test covering previous content will cover safety. Plan to add an hour to the safety concept and cover more NCLEX type questions at the application level. Will decrease the benchmark to 45% to show progression from 45% to 60% by Level IV. Will also be changing guidelines for inviting transition students who don't pass into Level I. Those who score quite low will be invited to apply for the next ADN class and not automatically be accepted - as they tend to bring the averages of the class down.

1.4.5.4 Distance Learning: Analysis and Evaluation

Athens group = 53% on Safe/Effective Care Environment
Kaufman group = 30% on Safe/Effective Care Environment
Distance group not disadvantaged.

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

Will be moving to Terrell where the home class (formerly Kaufman) will be able to do more of the interactive activities in a large classroom with movable tables and chairs rather than the fixed seat auditorium that is currently used.

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 General
Education Education
(Use for Outcomes

LEAPs)

Career Entry Skills Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation

1.5.4 Measure of Success

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

33% of students scored 850 or higher on the clinical judgment section of the Level I HESI custom exam in fall 2018.

1.5.5.1 Analysis and Evaluation

33% of students scored 850 or higher on the clinical judgment section of the Level I HESI custom exam in fall 2018. Not met.

1.5.5.2 Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.5.5.3 Description of Changes

Faculty will make sure that more of the 5 questions put on each test covering previous content will cover clinical judgment at the application level. Will decrease the benchmark to 45% to show progression from 45% to 60% by Level IV. Will also be changing guidelines for inviting transition students who don't pass into Level I. Those who score quite low will be invited to apply for the next ADN class and not automatically be accepted - as they tend to bring the averages of the class down. Will continue to encourage students to do their EAQ's.

1.5.5.4 Distance Learning: Analysis and Evaluation

Kaufman = 34%

Athens = 32%

No significant difference

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

No changes specific to either site. Will make changes listed in section above.

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)

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

33% of students scored 850 or higher on the clinical judgment section of the Level II custom HESI exam in spring 2019.

2.4.5.1 Analysis and Evaluation

33% of students scored 850 or higher on the clinical judgment section of the Level II custom HESI exam in spring 2019. Benchmark of 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

Faculty will make sure that the 5 questions on each exam for previous content will include clinical judgment at the application level. Will continue to encourage and require students to do their EAQ questions from the beginning. Will present NCLEX type questions in each class.

2.4.5.4 Distance Learning: Analysis and Evaluation

Kaufman - 56%

Athens - 38%

Kaufman met the benchmark but Athens did not.

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

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

2.4.5.6 Distance Learning: Description of Changes

Will make sure that Athens students are participating in the interactive activities in class. Will continue to watch to see if there are trends with this difference.

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

Safe/Effective Care Environment - 44% of students scored 850 or higher on the Level II HESI in spring 2019

Assessment - 61%

Analysis - 42%

Planning - 43%

Implementation - 50%

Evaluation - 45%

2.5.5.1 Analysis and Evaluation

Safe/Effective Care Environment - 44% of students scored 850 or higher on the Level II HESI in spring 2019 - Not met

Assessment - 61% - Met

Analysis - 42% - Not met

Planning - 43% - Not met

Implementation - 50% - Met

Evaluation - 45% - Not met
2 of the 6 areas were met, 4 were not.

2.5.5.2 Changes as a Result of Analysis and Evaluation

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

2.5.5.3 Description of Changes

Will make sure that there is a better distribution of each of these types of questions on each exam - will be the responsibility of the test commander to check this. The majority of the concept exams have assessment and implementation questions which were the 2 highest areas.

2.5.5.4 Distance Learning: Analysis and Evaluation

Safe, Effective Care Environment - Athens 46%, Kaufman 45%
Assessment - Athens 54%, Kaufman 64%
Analysis - Athens 38%, Kaufman 43%
Planning - Athens 31%, Kaufman 46%
Implementation - Athens 46%, Kaufman 51%
Evaluation - Athens 62%, Kaufman 43%
Kaufman was higher in 3 areas and Athens was higher in 3 other areas.

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

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

2.5.5.6 Distance Learning: Description of Changes

Will continue to make sure that both groups are treated as equally as possible. Will monitor for trends. Will make sure Athens students are included. Will give Kaufman students a better environment for interactive activities when they move to Terrell.

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

47% of students scored 850 or higher on the physiological integrity section of the Level II HESI exam in spring of 2019.

2.6.5.1 Analysis and Evaluation

47% of students scored 850 or higher on the physiological integrity section of the Level II HESI exam in spring of 2019. Not met.

2.6.5.2 Changes as a Result of Analysis and Evaluation

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

2.6.5.3 Description of Changes

Will be working towards putting the professional nursing courses on Canvas so more time can be devoted to the Health Care Concepts that reflect physiological integrity. Will continue to encourage and require students to do the EAQ questions, especially in the area of physiological integrity.

2.6.5.4 Distance Learning: Analysis and Evaluation

Athens - 38%

Kaufman - 49%

Neither met the 50% benchmark.

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

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

2.6.5.6 Distance Learning: Description of Changes

Will continue to monitor to see if there are trends with one group scoring higher than the other all of the time - not occurring right now. Will implement improvement plan for both groups.

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)

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

40% of students scored 850 or higher on the safe/effective care environment section of the Level III HESI in fall 2018.

3.4.5.1 Analysis and Evaluation

40% of students scored 850 or higher on the safe/effective care environment section of the Level III HESI in fall 2018. Not met.

3.4.5.2 Changes as a Result of Analysis and Evaluation

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

3.4.5.3 Description of Changes

Will continue to encourage and require EAQs, especially for safe, effective care environment. Will make sure to include more exam questions on infection control and safety. Will cover some questions in each class on safety.

3.4.5.4 Distance Learning: Analysis and Evaluation

Kaufman - 40%

Athens - 38%

No real significant difference.

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

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

3.4.5.6 Distance Learning: Description of Changes

Will implement plan of improvement for both groups as neither met the benchmark.

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

54% of students scored 850 or higher on the clinical judgment section of the Level III HESI.

3.5.5.1 Analysis and Evaluation

54% of students scored 850 or higher on the clinical judgment section of the Level III HESI. Almost met.

3.5.5.2 Changes as a Result of Analysis and Evaluation

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

3.5.5.3 Description of Changes

Will continue to encourage and require the EAQ questions. Will make sure the 5 review questions each exam are ones that require clinical judgment at the application or higher level.

3.5.5.4 Distance Learning: Analysis and Evaluation

Kaufman - 56%

Athens - 38%

Kaufman met the benchmark but Athens did not. Athens was a much smaller cohort and 1 person makes a difference.

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

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

3.5.5.6 Distance Learning: Description of Changes

Will make sure that Athens gets included in the interactive activities. Will monitor for trends across concepts to make sure that the Athens group is not negatively affected.

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

64% of the students scored 850 or higher on the physiologic integrity section of the Level III HESI.

3.6.5.1 Analysis and Evaluation

64% of the students scored 850 or higher on the physiologic integrity section of the Level III HESI. Met.

3.6.5.2 Changes as a Result of Analysis and Evaluation

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

3.6.5.3 Description of Changes

Will continue with other strategies that may help this area too - especially encouraging the EAQs and requiring a certain benchmark each semester.

3.6.5.4 Distance Learning: Analysis and Evaluation

Kaufman 66%

Athens 46%

Kaufman met the benchmark but Athens did not. Will continue to monitor to see if there are trends but it is a small cohort and a single person can make a difference.

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

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

3.6.5.6 Distance Learning: Description of Changes

Will make sure that Athens students are doing their EAQs and don't need any assistance. Will monitor for trends to see if they are consistently lower on all of the scores.

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

62% of students scored 850 or higher on the Safe/Effective Care Environment section of the HESI Exit.

65% of students scored 850 or higher on the Clinical Judgment section of the HESI Exit.

4.4.5.1 Analysis and Evaluation

62% of students scored 850 or higher on the Safe/Effective Care Environment section of the HESI Exit. Met.

65% of students scored 850 or higher on the Clinical Judgment section of the HESI Exit. Met

4.4.5.2 Changes as a Result of Analysis and Evaluation

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

4.4.5.3 Description of Changes

Will continue current strategies of emphasizing the EAQs and requiring benchmarks each semester.

4.4.5.4 Distance Learning: Analysis and Evaluation

Safe, effective care environment

Kaufman - 60%

Athens - 71%

Clinical Judgment

Kaufman 62%

Athens 79%

All scored above the benchmark.

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

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

4.4.5.6 Distance Learning: Description of Changes

Will continue current strategies.

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

Students scored over 850 on the 5 areas of the nursing process on the Level IV HESI Exit Exam:

Assessment - 53%

Analysis - 62%

Planning - 64%

Implementation - 70%

Evaluation - 63%

4.5.5.1 Analysis and Evaluation

Students scored over 850 on the 5 areas of the nursing process on the Level IV HESI Exit Exam:

Assessment - 53%

Analysis - 62%

Planning - 64%

Implementation - 70%

Evaluation - 63%

All met the benchmark except for assessment.

4.5.5.2 Changes as a Result of Analysis and Evaluation

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

4.5.5.3 Description of Changes

Started emphasizing the shift assessment in Level I with the fall 2018 cohort and will emphasize it more in clinical in Level III in the fall of 2019 so hopefully this will help assessment skills.

4.5.5.4 Distance Learning: Analysis and Evaluation

Assessment - Kaufman 51, Athens 57

Analysis - Kaufman 57, Athens 86

Planning - Kaufman 61, Athens 79

Implementation - Kaufman 67, Athens 86

Evaluation - Kaufman 62, Athens 64

Athens was higher in all 6 areas.

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

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

4.5.5.6 Distance Learning: Description of Changes

With Kaufman moving to Terrell, students will have a better environment for the interactive activities which will be more conducive to learning.

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 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

4.6.4 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

61% of students scored 850 or higher on the physiologic integrity section of the HESI Exit exam in Level IV in spring 2019.

4.6.5.1 Analysis and Evaluation

61% of students scored 850 or higher on the physiologic integrity section of the HESI Exit exam in Level IV in spring 2019. Benchmark met.

4.6.5.2 Changes as a Result of Analysis and Evaluation

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

4.6.5.3 Description of Changes

Will continue to encourage and require students to meet certain benchmarks on their EAQs. Students signed a written warning at the beginning of Level IV if they hadn't met their benchmark for the end of Level III and had to keep working on NCLEX type questions daily until they met those benchmarks.

4.6.5.4 Distance Learning: Analysis and Evaluation

Athens - 71%
Kaufman - 58%
Athens met the benchmark but Kaufman didn't.

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

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

4.6.5.6 Distance Learning: Description of Changes

Move to Terrell will help Kaufman students get the environment they need to do more of the flipped classroom interactive activities.

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

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

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

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

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

Of the 8 students who participated in the reading program, 7 completed at least 1 hour a week and 3 completed at least the requested 4 hours a week. Currently 3 of the 7 students are still in the program a year later for a 43% retention rate. The current class of 2020 has a 59% retention rate.

5.4.5.1 Analysis and Evaluation

Of the 8 students who participated in the reading program, 7 completed at least 1 hour a week and 3 completed at least the requested 4 hours a week. Currently 3 of the 7 students are still in the program a year later for a 43% retention rate. The current class of 2020 has a 59% retention rate. Benchmark

not met.

5.4.5.2 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.)

5.4.5.3 Description of Changes

Will ask the Testing/Tutor Coordinator to manage the students doing the reading in the summer of 2020 to give them reminders and monitor their progress better, giving them encouragement to progress. Some of the students in the reading program in summer of 2018 did not get past grade 7 in reading comprehension skills, which is not enough to be successful in a nursing 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: ACCT.2401

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 Course

ACCT 2401, Financial Accounting

1.1 Division-Department

Business and Computer Science Division Accounting Department

1.2 Course Type

Academic TVCC Core Course (Transfer)

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

Empirical 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

1.1 Student Engagement

Student Engagement

General Outcomes Links

| | |
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| 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 |
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| Strategic Plan (Use for Administrative Outcomes) | 1 Enhance the Student |
|---|-----------------------|

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| 1.1 Student Engagement | Student Engagement |
|------------------------|--------------------|

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)

Empirical 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

1.1 Student Engagement

Student Engagement

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

Strategic Plan (Use for Administrative Outcomes) 1 Enhance the Student

1.1 Student Engagement Student Engagement

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

The standard is 60 per cent of the students evaluated will achieve success

One hundred per cent of the students evaluated achieved 60 % or better on the evaluative instrument..

1.4.5.1 Analysis and Evaluation

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 met the achieved objective and no changes are necessary

1.4.5.4 Distance Learning: Analysis and Evaluation

The standard is 60 per cent of the students evaluated will achieve success.

Sixty seven percent of the students evaluated achieved 60 % or better on the evaluative instrument. Sixty Seven 67 % of the students evaluated in the class scored higher than sixty 60% on the evaluation instrument therefore the students succeeded in the class.

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

Tutoring, videos, outside leaning materials ,

Program Name: ACCT.2402

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 Course

ACCT 2402 Managerial Accounting

1.1 Division-Department

Business and Computer Science, Accounting Department

1.2 Course Type

Academic TVCC Core Course (Transfer)

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

Empirical 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

1.1 Student Engagement

Student Engagement

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

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| Strategic Plan (Use for Administrative Outcomes) | 1 Enhance the Student |
|---|-----------------------|

| | |
|------------------------|--------------------|
| 1.1 Student Engagement | Student Engagement |
|------------------------|--------------------|

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)

Empirical 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

1.1 Student Engagement

Student Engagement

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

| | |
|---|-----------------------|
| Strategic Plan (Use for Administrative Outcomes) | 1 Enhance the Student |
|---|-----------------------|

| | |
|------------------------|--------------------|
| 1.1 Student Engagement | Student Engagement |
|------------------------|--------------------|

1.4.4 Measure of Success

60 percent of the evaluated students will demonstrate an ability of 70% or more of the mastery of the objective

1.4.5 Data Summary

1.4.5.1 Analysis and Evaluation

The standard of 60 per cent of the students evaluated will achieve success by scoring 70% or more on the objective.

Seventy Nine percent of the students evaluated achieved 60 % or better on the evaluative instrument..

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 changes necessary, Present methods effective

1.4.5.4 Distance Learning: Analysis and Evaluation

The standard of 60 per cent of the students evaluated will achieve seventy percent or more on the objective to achieve success.

Seventy Seven percent of the students evaluated achieved 70 % or better on the evaluative instrument..

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

Present methods effective

Program Name: ACNT.1303

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

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)

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

1.1 Student Engagement

Student Engagement

General Outcomes Links

| | |
|--|----------------------------|
| General Education (Use 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 |

| | |
|---|-----------------------|
| Strategic Plan (Use for Administrative Outcomes) | 1 Enhance the Student |
|---|-----------------------|

| | |
|------------------------|--------------------|
| 1.1 Student Engagement | Student Engagement |
|------------------------|--------------------|

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)

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

1.1 Student Engagement

Student Engagement

General Outcomes Links

| | |
|--|----------------------------|
| General Education (Use 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 |
|---------------------|---|

| | |
|---|-----------------------|
| Strategic Plan (Use for Administrative Outcomes) | 1 Enhance the Student |
|---|-----------------------|

| | |
|------------------------|--------------------|
| 1.1 Student Engagement | Student Engagement |
|------------------------|--------------------|

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 two per cent (92%) 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 nine per cent (89%) 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

89 % achievement not changes needed

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

87% 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

87% of the students evaluated achieved 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

No changes necessary for the achievement of the objective.

1.5.5.4 Distance Learning: Analysis and Evaluation

79% 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

No changes necessary

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

80% of the Face to Face students achieved success of the objective.

1.6.5.1 Analysis and Evaluation

Achieved objective no change

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

no changes

1.6.5.4 Distance Learning: Analysis and Evaluation

86% of the students achieved success

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: ARTS.1301

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 Course

ARTS 1301, Art Appreciation

1.1 Division-Department

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 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 a 7 on the peer evaluation point average.

1.4.5 Data Summary

1.4.5.1 Analysis and Evaluation

F2F students consistently scored higher than their distance learning counterparts in TW and CT.

TW (F2F) - 91% of the students scored at least a 12 on the rubric for Critical Thinking.

TW (DL) - 78%

CT (F2F) - 89%

CT (DL) - 74%

CM - 95%

1.4.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.4.5.3 Description of Changes

- Instructor suggested adding a learning activity where "students are asked to use their imagination in formulating opinions regarding an artist's concerns about community, state, or national social issue which can be seen or inferred within the artwork".

- Instructors would like to lower benchmarks of the following:

CT: 70% of students will score at least 12 on "Summary of a formal analysis of one of the artist's works using appropriate visual vocabulary."

TW: 70% of students will score at least 7 on the peer evaluation point average

CM: 70% of students will score at least 7 on "Basic biographical facts" and on "How the artist/work displays the major characteristics of art movement."

1.4.5.4 Distance Learning: Analysis and Evaluation

As mentioned above, scores for TW and CT are lower in DL sections, compared to F2F data.

TW: 78%

CT: 74%
CM: 95%
SR: 91%

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

Alternative assignment/activity

1.4.5.6 Distance Learning: Description of Changes

-Instructor noted that "while numbers have increased from the prior reporting cycle, they are still down in TW compared to their F2F counterparts. Instructor suggests utilizing discussion boards to be used by student peers to assess participation within a group.

- Change benchmarks for the following:

CT: 70% of students will score at least 12 on "Summary of a formal analysis of one of the artist's works using appropriate visual vocabulary."

TW: 70% of students will score at least 7 on the peer evaluation point average

CM: 70% of students will score at least 7 on "Basic biographical facts" and on "How the artist/work displays the major characteristics of art movement."

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 a 7 on "If this artist were alive today, what issue would their art explore?"

1.5.5 Data Summary

1.5.5.1 Analysis and Evaluation

SR Overall - 91%

SR F2F - 92%

SR DL - 91%

All students have met and exceeded set goals. While the scores were lower than the previous reporting cycle, they are still well above the benchmark.

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 suggested minor changes to the rubric.

- Instructors would like to lower benchmarks of the following:

CT: 70% of students will score at least 12 on "Summary of a formal analysis of one of the artist's works using appropriate visual vocabulary."

CM: 70% of students will score at least 7 on "Basic biographical facts" and on "How the artist/work displays the major characteristics of art movement."

1.5.5.4 Distance Learning: Analysis and Evaluation

SR: 91% percent of students scored at least 7 on "If this artist were alive today, what issue would their art explore?"

F2F and DL scores for SR are nearly identical.

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 suggested minor changes to the rubric.

- Instructors would like to lower benchmarks of the following:

CT: 70% of students will score at least 12 on "Summary of a formal analysis of one of the artist's works using appropriate visual vocabulary."

CM: 70% of students will score at least 7 on "Basic biographical facts" and on "How the artist/work displays the major characteristics of art movement."

Program Name: ARTS.1303

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 Course

ARTS 1303, Art History I

1.1 Division-Department

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: 66% 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: 66% of students who submitted a portfolio earned 100% of the points available for effectively presenting their portfolio to the class.

Scores have significantly dropped this cycle. Instructor/assessments have not changed from last cycle, so unsure as to the reason behind the drop in scores. All classes were taught 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

The instructor would like to make the following changes to the benchmarks:

CT: 70% of the students who produce and present a portfolio presentation will earn at least 70% of the points available for correctly identifying examples of artistic elements within a work of art.

CM: 70% of the students who produce and present a portfolio presentation will earn at least 70% of the points available for effectively presenting their portfolio presentation in the class.

1.4.5.4 Distance Learning: Analysis and Evaluation

All courses taught this semester were delivered online.

CM: 66%

CT: 66%

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 instructor would like to make the following changes to the benchmarks:

CT: 70% of the students who produce and present a portfolio presentation will earn at least 70% of the points available for correctly identifying examples of artistic elements within a work of art.

CM: 70% of the students who produce and present a portfolio presentation will earn at least 70% of the points available for effectively presenting their portfolio presentation in the class.

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 artist's contribution to 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

TW: 93% of students who produced a timeline worked 100% efficiently with their team members in a production of a timeline

This was the highest score overall for this course across all sections.

1.5.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.5.5.3 Description of Changes

Instructor will add discussion boards or in-class evaluations assessing the participation of the students in building a timeline.

1.5.5.4 Distance Learning: Analysis and Evaluation

All sections taught this cycle were online.
TW: 93%

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

Instructor will add discussion boards or in-class evaluations assessing the participation of the students in building a timeline.

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

SR: 59% of students who produce and present a portfolio presentation earned 100% of the points available

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 requested the benchmark to be adjusted accordingly: 70% of students will earn 70% of the points available for demonstrating their understanding of the artists' connection to their communities.

1.6.5.4 Distance Learning: Analysis and Evaluation

All sections of this course were taught online:
SR: 59%

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

Instructor requested the benchmark to be adjusted accordingly: 70% of students will earn 70% of the points available for demonstrating their understanding of the artists' connection to their communities.

Program Name: ARTS.1304

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 Course

ARTS 1304, Art History II

1.1 Division-Department

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

CM: 55% of students who produced and presented a portfolio presentation earned at least 100% of the points available.

CT: 67% of students who produced and presented a portfolio presentation earned at least 80% of their points available.

This course had only one section this cycle, taught 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

Instructor has requested the following benchmarks be altered:

CM: 70% of students who produce and present a portfolio presentation will earn at least 70% of the available points for effectively presenting their portfolio presentation to the class

CT: 70% of the students who produce and present a portfolio presentation will earn at least 70% of the available points for correctly identifying artistic elements within a work of art

1.4.5.4 Distance Learning: Analysis and Evaluation

This course had only one section taught this cycle online.

CM: 55%

CT: 67%

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

Instructor has requested the following benchmarks be altered:

CM: 70% of students who produce and present a portfolio presentation will earn at least 70% of the available points for effectively presenting their portfolio presentation to the class

CT: 70% of the students who produce and present a portfolio presentation will earn at least 70% of the available points for correctly identifying artistic elements within a work of art

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

TW: 88% of the students who produced a timeline, worked 100% 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

Instructor will add discussion board or in-class evaluation accessing the participation of the student in building a timeline,

1.5.5.4 Distance Learning: Analysis and Evaluation

Only one section was offered for this course online.

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

Instructor will add discussion board or in-class evaluation accessing the participation of the student in building a timeline,

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

SR: 66% of students 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

Redefine benchmark level (increase, if benchmark is met)

1.6.5.3 Description of Changes

Instructor requested the following benchmark be altered:

SR: 70% of the students who produce and present a portfolio presentation will earn 70% of the points available for demonstrating their understanding of the artist's connection to their communities

1.6.5.4 Distance Learning: Analysis and Evaluation

Only one section was offered of this course online.

SR: 66%

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

Instructor requested the following benchmark be altered:

SR: 70% of the students who produce and present a portfolio presentation will earn 70% of the points available for demonstrating their understanding of the artist's connection to their communities

Program Name: BCIS.1305

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

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

| | |
|----------------------|---|
| Critical Thinking | Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information |
| Communication Skills | Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication |
| Technology | Technology (TECH): Students will be able to utilize computer based technology in accessing information, solving problems and communicating |
| Career Entry Skills | Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation |

1.4 Measured Outcome

This course provides an introduction of computer terminology, hardware, software, operating system and information systems relating to the business environment. The main focus of this course is on computers, information technology concepts, the Internet, and business applications of software, including word processing, electronic spreadsheets, a database management system, presentation software and business-orientation utilization of the internet.

1.4.1 Student Learning Outcomes

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 using the performance improvement activities available in the computer based training system..

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

| | |
|----------------------|---|
| Critical Thinking | Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information |
| Communication Skills | Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication |
| Technology | Technology (TECH): Students will be able to utilize computer based technology in accessing information, solving problems and communicating |
| Career Entry Skills | Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation |

1.4.4 Measure of Success

75% of students evaluated will score a 70% on the project.

1.4.5 Data Summary

1.4.5.1 Analysis and Evaluation

Eighty four percent (84%) of students assessed achieved seventy percent (70%) accuracy or greater when assessed on the learning outcomes in all classes. This exceeds the desired goal of 75%.

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

Distance Learning results were 73% achieved the desired goal. This is less than the desired result of 75%. Many students did not refine their work after getting their initial results. More emphasis needs to be placed on instructing students on how to refine and correct errors on their initial effort.

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

Additional emphasis on LMS usage.

Program Name: BIOL.1406

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 Course

BIOL 1406

1.1 Division-Department

Science - 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 |
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Critical Thinking

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

Communication Skills

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

Empirical and Quantitative Skills

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

Teamwork

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

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

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

1.4.2 Learning Activities

Students will be assigned a laboratory experiment to be performed in a group. The group will be required to utilize proper lab techniques to obtain the desired outcome. The group will analyze data obtained from the experiment and relate the results to theory discussed in lecture. Participation in the lab experiment will be required.

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

General Outcomes Links

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|--|----------------------------|
| 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 of 60% of the students will receive 70% of the possible points for each core objective (CM, CT, EQ, TW).

1.4.5 Data Summary

112 students from 4 face-to-face sections of Biol 1406, representing 1 main campus 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 - 92%

CT - 91%

EQR - 81%

TW - 92%

31 students from 1 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 - 52%

CT - 52%

EQR - 52%

TW - 43%

Those not available for assessment (probably an indication of the drop out rate) was 4% for face-to-face students in the fall.

1.4.5.1 Analysis and Evaluation

The benchmark was met for the face-to-face classes in communication, critical thinking, empirical and quantitative data, and teamwork in the fall semester.

The distance learning classes did not meet the benchmarks for the core objectives in the fall 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

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 science faculty are currently constructing a common rubric to use for assessing the lab reports to ensure the data reported is equal. We have kept the benchmark at its current level as we have not met all of the benchmarks set for the 2018-2019 school year in the online classes. We plan to offer additional help in properly constructing the lab reports either during lab time as well as offer additional instruction during office hours.

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 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

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 science faculty are currently constructing a common rubric to use for assessing the lab reports to ensure the data reported is equal. We have kept the benchmark at its current level as we have not met all of the benchmarks set for the 2018-2019 school year in the online classes. We plan to offer additional help in properly constructing the lab reports either during lab time as well as offer additional instruction during office hours.

Program Name: BIOL.1407

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 Course

BIOL 1407

1.1 Division-Department

Science - 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

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

1.4.2 Learning Activities

Students will be assigned a laboratory experiment to be performed in a group. The group will be required to utilize proper lab techniques to obtain the desired outcome. The group will analyze data obtained from the experiment and relate the results to theory discussed in lecture. Participation in the lab experiment 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 |
| Teamwork | Teamwork (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 of 60% of the students will receive 70% of the possible points for each core objective (CM, CT, EQ, TW).

1.4.5 Data Summary

17 students from 1 face-to-face section of Biol 1407, 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 - 64%
CT - 47%
EQR - 58%
TW - 94%

106 students from 5 face-to-face sections of Biol 1407, representing 1 main campus and 4 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 - 86%
CT - 76%
EQR - 87%
TW - 92%

29 students from 1 distance learning (online) section 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 - 38%
CT - 51%
EQR - 45%
TW - 28%

Those not available for assessment (probably an indication of the drop out rate) ranged from 6% for face-to-face students in the fall semester, to 8% in the spring semester for face-to-face students and 14% for distance learning students in the spring semester.

1.4.5.1 Analysis and Evaluation

The teamwork benchmark was the only core principle met for the face-to-face classes in the fall semester. The benchmark was met for the face-to-face classes in communication, critical thinking, empirical and quantitative data, and teamwork in the spring semester.

The distance learning classes did not meet the benchmarks for the core objectives in the spring 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

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 science faculty are currently constructing a common rubric to use for assessing the lab reports to ensure the data reported is equal. We have kept the benchmark at its current level as we have not met all of the benchmarks set for the 2018-2019 school year in the online classes. We plan to offer additional help in properly constructing the lab reports either during lab time as well as offer additional instruction during office hours.

1.4.5.4 Distance Learning: Analysis and Evaluation

The distance learning classes did not meet the benchmarks for the core objectives in the spring 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

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 science faculty are currently constructing a common rubric to use for assessing the lab reports to ensure the data reported is equal. We have kept the benchmark at its current level as we have not met all of the benchmarks set for the 2018-2019 school year in the online classes. We plan to offer additional help in properly constructing the lab reports either during lab time as well as offer additional instruction during office hours.

Program Name: BIOL.1408
Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 Course

BIOL 1408

1.1 Division-Department

Science - 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

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

Critical Thinking

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

Communication Skills

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

Empirical and Quantitative Skills

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

Teamwork

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

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

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

1.4.2 Learning Activities

Students will be assigned a laboratory experiment to be performed in a group. The group will be required to utilize proper lab techniques to obtain the desired outcome. The group will analyze data obtained from the experiment and relate the results to theory discussed in lecture. Participation in the lab experiment 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 |
| Teamwork | Teamwork (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 of 60% of the students will receive 70% of the possible points for each core objective (CM, CT, EQ, TW).

1.4.5 Data Summary

172 students from 8 face-to-face sections of Biol 1408, representing 3 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 - 46%
CT - 54%
EQR - 61%
TW - 64%

124 students from 3 distance learning (online) sections of Biol 1408, 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 - 55%
EQR - 55%
TW - 59%

27 students from 1 face-to-face sections of Biol 1408, 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 - 70%
CT - 70%
EQR - 62%
TW - 74%

Those not available for assessment (probably an indication of the drop out rate) ranged from 19% for face-to-face students and 52% for distance learning students in the fall and 15% in the spring semester for face-to-face students.

1.4.5.1 Analysis and Evaluation

None of the benchmarks were met for face-to-face classes during the fall semester. The benchmark was met for the face-to-face classes in communication, critical thinking, and teamwork in the spring semester.

The distance learning classes did not meet the benchmarks for the core objectives in the fall 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

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 science faculty are currently constructing a common rubric to use for assessing the lab reports to ensure the data reported is equal. We have kept the benchmark at its current level as we have not met all of the benchmarks set for the 2018-2019 school year in the online classes. We plan to offer additional help in properly constructing the lab reports either during lab time as well as offer additional instruction during office hours.

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 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

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 science faculty are currently constructing a common rubric to use for assessing the lab reports to ensure the data reported is equal. We have kept the benchmark at its current level as we have not met all of the benchmarks set for the 2018-2019 school year in the online classes. We plan to offer additional help in properly constructing the lab reports either during lab time as well as offer additional instruction during office hours.

Program Name: BIOL.1409
Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 Course

BIOL 1409

1.1 Division-Department

Science - 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

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

Critical Thinking

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

Communication Skills

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

Empirical and Quantitative Skills

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

Teamwork

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

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

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

1.4.2 Learning Activities

Students will be assigned a laboratory experiment to be performed in a group. The group will be required to utilize proper lab techniques to obtain the desired outcome. The group will analyze data obtained from the experiment and relate the results to theory discussed in lecture. Participation in the lab experiment 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 |
| Teamwork | Teamwork (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 of 60% of the students will receive 70% of the possible points for each core objective (CM, CT, EQ, TW).

1.4.5 Data Summary

129 students from 5 face-to-face sections of Biol 1409, representing 3 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 - 61%
CT - 45%
EQR - 82%
TW - 70%

65 students from 2 distance learning (online) sections of Biol 1409, 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 - 65%
EQR - 53%
TW - 80%

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

1.4.5.1 Analysis and Evaluation

The benchmark was met for the face-to-face classes in empirical and quantitative data and teamwork in the spring semester.

The distance learning classes only met the benchmark for empirical and quantitative data in the spring 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

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 science faculty are currently constructing a common rubric to use for assessing the lab reports to ensure the data reported is equal. We have kept the benchmark at its current level as we have not met all of the benchmarks set for the 2018-2019 school year in the online classes. We plan to offer additional help in properly constructing the lab reports either during lab time as well as offer additional instruction during office hours.

1.4.5.4 Distance Learning: Analysis and Evaluation

The distance learning classes only met the benchmark for empirical and quantitative data in the spring 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

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 science faculty are currently constructing a common rubric to use for assessing the lab reports to ensure the data reported is equal. We have kept the benchmark at its current level as we have not met all of the benchmarks set for the 2018-2019 school year in the online classes. We plan to offer additional help in properly constructing the lab reports either during lab time as well as offer additional instruction during office hours.

Program Name: BIOL.2401
Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 Course

BIOL 2401

1.1 Division-Department

Science - 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

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

Critical Thinking

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation 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 be assigned a laboratory experiment to be performed in a group. The group will be required to utilize proper lab techniques to obtain the desired outcome. The group will analyze data obtained from the experiment and relate the results to theory discussed in lecture. Participation in the lab experiment 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 |
| Teamwork | Teamwork (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 of 60% of the students will receive 70% of the possible points for each core objective (CM, CT, EQ, TW).

1.4.5 Data Summary

336 students from 13 face-to-face sections of Biol 2401, representing 3 main campuses and 2 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 - 51%
CT - 35%
EQR - 48%
TW - 54%

126 students from 4 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 - 32%
CT - 56%
EQR - 63%
TW - 70%

161 students from 7 face-to-face sections of Biol 2401, representing 3 main campuses 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 - 71%
CT - 60%
EQR - 75%
TW - 73%

66 students from 2 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 - 48%
CT - 40%
EQR - 39%
TW - 56%

Those not available for assessment (probably an indication of the drop out rate) ranged from 17% for face-to-face students and 28% for distance learning students in the fall and 22% for face-to-face and 30% for distance learning students in the spring semester.

1.4.5.1 Analysis and Evaluation

The benchmark was not met for the face-to-face classes in communication, critical thinking, empirical and quantitative data, and teamwork in the fall semester, but was met for all core objectives except critical thinking in the spring semester.

The distance learning classes only met the benchmark for teamwork in the fall semester and did not meet the benchmarks for the core objectives in the spring 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

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 science faculty are currently constructing a common rubric to use for assessing the lab reports to ensure the data reported is equal. We have kept the benchmark at its current level as we have not met all of the benchmarks set for the 2018-2019 school year in the online classes. We plan to offer additional help in properly constructing the lab reports either during lab time as well as offer additional instruction during office hours.

1.4.5.4 Distance Learning: Analysis and Evaluation

The distance learning classes only met the benchmark for teamwork in the fall semester and did not meet the benchmarks for the core objectives in the spring 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

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 science faculty are currently constructing a common rubric to use for assessing the lab reports to ensure the data reported is equal. We have kept the benchmark at its current level as we have not met all of the benchmarks set for the 2018-2019 school year in the online classes. We plan to offer additional help in properly constructing the lab reports either during lab time as well as offer additional instruction during office hours.

Program Name: BIOL.2402
Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 Course

BIOL 2402

1.1 Division-Department

Science - 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 be assigned a laboratory experiment to be performed in a group. The group will be required to utilize proper lab techniques to obtain the desired outcome. The group will analyze data obtained from the experiment and relate the results to theory discussed in lecture. Participation in the lab experiment 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 |
| Teamwork | Teamwork (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 of 60% of the students will receive 70% of the possible points for each core objective (CM, CT, EQ, TW).

1.4.5 Data Summary

80 students from 3 face-to-face sections of Biol 2402, 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 - 88%
CT - 83%
EQR - 81%
TW - 85%

64 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 70% score, by Core Objective were:

COM - 61%
CT - 55%
EQR - 67%
TW - 57%

179 students from 10 face-to-face sections of Biol 2402, representing 3 main campuses and 1 high school, were assessed for the spring semester. Percents of assessed students who were successful at reaching the benchmark 70% score, by Core Objective were:

COM - 72%
CT - 64%
EQR - 75%
TW - 76%

121 students from 4 distance learning (online) sections of Biol 2402, were assessed for the spring semester. Percents of assessed students who were successful at reaching the benchmark 70% score, by Core Objective were:

COM - 36%
CT - 34%
EQR - 55%
TW - 64%

Those not available for assessment (probably an indication of the drop out rate) ranged from 11% for face-to-face students and 33% for distance learning students in the fall to 8% for face-to-face students and 21% for distance learning students in the spring semester.

1.4.5.1 Analysis and Evaluation

The benchmark was met for the face-to-face classes in communication, critical thinking, empirical and quantitative data, and teamwork in the fall semester. During the spring semester, all benchmarks were met with the exception of critical thinking.

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

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 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 science faculty are currently constructing a common rubric to use for assessing the lab reports to ensure the data reported is equal. We have kept the benchmark at its current level as we have not met all of the benchmarks set for the 2018-2019 school year in the online classes. We plan to offer additional help in properly constructing the lab reports either during lab time as well as offer additional instruction during office hours.

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

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 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 science faculty are currently constructing a common rubric to use for assessing the lab reports to ensure the data reported is equal. We have kept the benchmark at its current level as we have not met all of the benchmarks set for the 2018-2019 school year in the online classes. We plan to offer additional help in properly constructing the lab reports either during lab time as well as offer additional instruction during office hours.

Program Name: BIOL.2404

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 Course

BIOL 2404

1.1 Division-Department

Science - 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 be assigned a laboratory experiment to be performed in a group. The group will be required to utilize proper lab techniques to obtain the desired outcome. The group will analyze data obtained from the experiment and relate the results to theory discussed in lecture. Participation in the lab experiment 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 |
| Teamwork | Teamwork (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 of 60% of the students will receive 70% of the possible points for each core objective (CM, CT, EQ, TW).

1.4.5 Data Summary

9 students from 1 face-to-face section of Biol 2404, 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 - 67%
CT - 67%
EQR - 67%
TW - 67%

27 students from 1 distance learning (online) section 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 - 44%
CT - 44%
EQR - 44%
TW - 44%

14 students from 1 face-to-face section of Biol 2404, 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 - 71%
CT - 71%
EQR - 71%
TW - 71%

25 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 - 71%
CT - 71%
EQR - 71%
TW - 71%

Those not available for assessment (probably an indication of the drop out rate) ranged from 33% for face-to-face students and 56% for distance learning students in the fall to 21% for face-to-face students and 12% for distance learning students in the spring semester.

1.4.5.1 Analysis and Evaluation

No benchmarks were met by the face-to-face classes in the fall semester. The benchmark was met for the face-to-face classes in communication, critical thinking, empirical and quantitative data, and teamwork in the spring semester.

No benchmarks were met by the face-to-face classes in the fall semester. The benchmark was met for the distance learning classes in communication, critical thinking, empirical and quantitative data, and teamwork in the spring 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

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 science 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 to 75% as we have met all of the benchmarks set for the 2018-2019 school year in the face-to-face and online classes in the spring semester.

1.4.5.4 Distance Learning: Analysis and Evaluation

No benchmarks were met by the face-to-face classes in the fall semester. The benchmark was met for the distance learning classes in communication, critical thinking, empirical and quantitative data, and teamwork in the spring 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

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 science 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 to 75% as we have met all of the benchmarks set for the 2018-2019 school year in the online classes in the spring semester.

Program Name: BIOL.2420
Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 Course

BIOL 2420

1.1 Division-Department

Science - 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 and comply with laboratory safety rules, procedures, and universal precautions.

1.4.2 Learning Activities

Students will be assigned a laboratory experiment to be performed in a group. The group will be required to utilize proper lab techniques to obtain the desired outcome. The group will analyze data obtained from the experiment and relate the results to theory discussed in lecture. Participation in the lab experiment 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

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation 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 of 60% of the students will receive 70% of the possible points for each core objective (CM, CT, EQ, TW).

1.4.5 Data Summary

111 students from 5 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 70% score, by Core Objective were:

COM - 86%
CT - 71%
EQR - 66%
TW - 90%

82 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 70% score, by Core Objective were:

COM - 48%
CT - 44%
EQR - 23%
TW - 65%

80 students from 4 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 70% score, by Core Objective were:

COM - 61%
CT - 63%
EQR - 60%
TW - 78%

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 70% score, by Core Objective were:

COM - 52%
CT - 61%
EQR - 42%
TW - 58%

Those not available for assessment (probably an indication of the drop out rate) ranged from 10% for face-to-face students and 26% for distance learning students in the fall to 15% for face-to-face students and 39% for distance learning students in the spring semester.

1.4.5.1 Analysis and Evaluation

The benchmark was met for the face-to-face classes in communication, critical thinking, and teamwork in the fall semester. Only the teamwork benchmark 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

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 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 science faculty are currently constructing a common rubric to use for assessing the lab reports to ensure the data reported is equal. We have kept the benchmark at its current level as we have not met all of the benchmarks set for the 2018-2019 school year in the online classes. We plan to offer additional help in properly constructing the lab reports either during lab time as well as offer additional instruction during office hours.

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

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 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 science faculty are currently constructing a common rubric to use for assessing the lab reports to ensure the data reported is equal. We have kept the benchmark at its current level as we have not met all of the benchmarks set for the 2018-2019 school year in the online classes. We plan to offer additional help in properly constructing the lab reports either during lab time as well as offer additional instruction during office hours.

Program Name: BMGT.1327

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 Course

BMGT 1327

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)

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.

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

| | |
|---------------------|---|
| Career Entry Skills | Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation |
|---------------------|---|

1.4.4 Measure of Success

80% of the evaluated students will demonstrate an ability of 75% mastery of the objective.

1.4.5 Data Summary

The BMGT 1327 class was only offered online during the Fall semester, due to the F2F class not making. The six F2F students were moved into the online section or took a different class.

1.4.5.1 Analysis and Evaluation TDCJ F2F classes

This BMGT 1327 class was not offered face to face in the Fall 2018 semester.

At TDCJ, this course was taught in the Spring 2019 semester at the Beto and Michael Unit. At the Beto Unit, 100% of the students (or 24/24 students) evaluated met the student learning outcome which states: " 80% of the evaluated students will demonstrate an ability of 75% mastery of the objective." At the Michael Unit, 100% of the students (13/13 students) evaluated met the student learning outcome.

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

Set up one-on-one sessions with the students that need additional assistance and/or refer to the Student Success Center for assistance with a tutor.

1.4.5.4 Distance Learning: Analysis and Evaluation

In the Fall online BMGT 1327 class, 95% of the students (or 18/19 students) evaluated met the student learning outcome which states: " 80% of the evaluated students will demonstrate an ability of 75% mastery of the objective."

In the Spring online BMGT 1327 class, 95% of the students (or 19/20 students) evaluated met the student learning outcome.

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

Redefine benchmark level (increase, if benchmark is met)

1.4.5.6 Distance Learning: Description of Changes

I could increase the benchmark to 80% of the students evaluated will demonstrate an ability of 78% mastery of the objective.

Program Name: BMGT.1341

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

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

72% of the evaluated students will demonstrate an ability of 70% mastery of the objective.

1.4.5 Data Summary

In Business Ethics Fall 2018, TDCJ, 53 of the 54 students enrolled completed the case study, which covers ethical dilemmas, stakeholders, and appropriate actions to take depending on certain theories. All 53 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.

In Business Ethics Spring 2019, TDCJ, 24 students completed the case study, which covers ethical dilemmas, stakeholders, and appropriate actions to take depending on certain theories. All 24 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.

In BMGT 1341 Fall 2018 online section, 20 students were enrolled in the course. 16 students completed the case study, which covers ethical dilemmas, stakeholders, and appropriate actions to take depending on certain theories. Of the 16 students, 15 students met the objective by making a score of 70% or higher. The overall class objective was met because 75% of the class members met the student learning objective successfully.

In BMGT 1341 Spring 2019 online section, 24 students were enrolled in the course. 20 students completed the case study, which covers ethical dilemmas, stakeholders, and appropriate actions to take depending on certain theories. Of the 20 students, 19 students met the objective by making a score of 70% or higher. The overall class objective was met because 79% of the class members met the student learning objective successfully.

1.4.5.1 Analysis and Evaluation

See attached grading rubric.

[BMGT 1341 Leap Data Rubric](#) [DOCX 15 KB MAY 14, 2019]

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 72% to 73% in Fall of 2019.

1.4.5.4 Distance Learning: Analysis and Evaluation

In BMGT 1341 Fall 2018 online section, 20 students were enrolled in the course. 16 students completed the case study, which covers ethical dilemmas, stakeholders, and appropriate actions to take depending on certain theories. Of the 16 students, 15 students met the objective by making a score of 70% or higher. The overall class objective was met because 75% of the class members met the student learning objective successfully.

In BMGT 1341 Spring 2019 online section, 24 students were enrolled in the course. 20 students completed the case study, which covers ethical dilemmas, stakeholders, and appropriate actions to take depending on certain theories. Of the 20 students, 19 students met the objective by making a score of 70% or higher. The overall class objective was met because 79% of the class members met the student learning objective successfully.

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 72% to 73% in Fall of 2018.

Program Name: BUSG.1301

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

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 2018, 79 students were enrolled.

Of the 79 people, 78 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. 77/79 or 97% met the Student Learning Outcome by scoring 70% or better.

In the Introduction to Business class for Spring 2019, 32 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. 28/32 or 88% 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 for BUSG 1301](#) [PDF 395 KB MAY 14, 2019]

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

This course was not offered online during the Fall 2018 semester.

This course was offered online during the Spring 2019 semester. In the online setting, 28 out of 32 (88%) students completed and successfully mastered the SLO in BUSG 1301.

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

Encourage every student to work in a team to complete this SLO and to learn how to effectively work in a team environment. Explain the importance of team projects and how it will help in future careers.

Program Name: BUSG.2309

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 Course

BUSG 2309

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 2018 at TDCJ, the Small Business Management course was not offered. During Spring 2019 at TDCJ, the Coffield Unit, 26/26 students or 100% met the student learning outcome, by scoring 70% or above. (12 - A's, 13-B's, 1-C)

[Business Plan Rubric _1_ revised 2017](#) [DOC 37 KB MAY 2, 2019]

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

N/A

1.4.5.4 Distance Learning: Analysis and Evaluation

Spring 2019: In the Distance Learning class, 7/7 students (4 students were dropped) 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

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

Utilize the Distance Learning recording studio to describe the business plan to the online students and have the students submit it closer to the first draft when the material is fresh in their planning and preparation stage.

Program Name: CHEM.1405

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 Course

CHEM 1405

1.1 Division-Department

Science - 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

Use basic apparatus and apply experimental methodologies used in the chemistry laboratory.

1.4.2 Learning Activities

Students will be assigned a laboratory experiment to be performed in a group. The group will be required to utilize proper lab techniques to obtain the desired outcome. The group will analyze data obtained from the experiment and relate the results to theory discussed in lecture. Participation in the lab experiment 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

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation 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 of 60% of the students will receive 70% of the possible points for each core objective (CM, CT, EQ, TW).

1.4.5 Data Summary

23 students from 2 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 - 65%
 CT - 78%
 EQR - 48%
 TW - 70%

23 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 - 57%
 CT - 52%
 EQR - 57%
 TW - 4%

18 students from 1 face-to-face section 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 - 89%
 CT - 89%
 EQR - 89%
 TW - 89%

33 students from 4 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 - 64%
 CT - 64%
 EQR - 64%
 TW - 12%

Those not available for assessment (probably an indication of the drop out rate) ranged from 35% for face-to-face students and 43% for distance learning students in the fall to 11% for face-to-face students and 15% for distance learning students in the spring semester.

1.4.5.1 Analysis and Evaluation

The benchmark was met for the face-to-face classes in critical thinking and teamwork in the fall semester. All benchmarks were met by the face-to-face classes 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

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 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 science faculty are currently constructing a common rubric to use for assessing the lab reports to ensure the data reported is equal. We have kept the benchmark at its current level as we have not met all of the benchmarks set for the 2018-2019 school year in the online classes. We plan to offer additional help in properly constructing the lab reports either during lab time as well as offer additional instruction during office hours.

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

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 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 science faculty are currently constructing a common rubric to use for assessing the lab reports to ensure the data reported is equal. We have kept the benchmark at its current level as we have not met all of the benchmarks set for the 2018-2019 school year in the online classes. We plan to offer additional help in properly constructing the lab reports either during lab time as well as offer additional instruction during office hours.

Program Name: CHEM.1411

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 Course

CHEM 1411

1.1 Division-Department

Science - 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

Use basic apparatus and apply experimental methodologies used in the chemistry laboratory.

1.4.2 Learning Activities

Students will be assigned a laboratory experiment to be performed in a group. The group will be required to utilize proper lab techniques to obtain the desired outcome. The group will analyze data obtained from the experiment and relate the results to theory discussed in lecture. Participation in the lab experiment 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

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation 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 of 60% of the students will receive 70% of the possible points for each core objective (CM, CT, EQ, TW).

1.4.5 Data Summary

47 students from 3 face-to-face sections of CHEM 1411, representing 1 main campus and 1 high school, were assessed for the fall semester. Percents of assessed students who were successful at reaching the benchmark 70% score, by Core Objective were:

COM - 76%
 CT - 72%
 EQR - 62%
 TW - 89%

53 students from 2 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 - 74%
 CT - 75%
 EQR - 75%
 TW - 40%

53 students from 2 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 - 64%
 CT - 70%
 EQR - 60%
 TW - 32%

Those not available for assessment (probably an indication of the drop out rate) ranged from 11% for face-to-face students and 26% for distance learning students in the fall to 23% for distance learning students in the spring semester.

1.4.5.1 Analysis and Evaluation

The benchmark was met for the face-to-face classes in communication, critical thinking, and teamwork in the fall semester.

The benchmark was met for the distance learning classes in communication, critical thinking, and empirical and quantitative data in the fall semester. The distance learning classes only met the benchmark for critical thinking spring semesters.

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 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 science faculty are currently constructing a common rubric to use for assessing the lab reports to ensure the data reported is equal. We have kept the benchmark at its current level as we have not met all of the benchmarks set for the 2018-2019 school year in the online classes. We plan to offer additional help in properly constructing the lab reports either during lab time as well as offer additional instruction during office hours.

1.4.5.4 Distance Learning: Analysis and Evaluation

The benchmark was met for the distance learning classes in communication, critical thinking, and empirical and quantitative data in the fall semester. The distance learning classes only met the benchmark for critical thinking spring semesters.

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 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 science faculty are currently constructing a common rubric to use for assessing the lab reports to ensure the data reported is equal. We have kept the benchmark at its current level as we have not met all of the benchmarks set for the 2018-2019 school year in the online classes. We plan to offer additional help in properly constructing the lab reports either during lab time as well as offer additional instruction during office hours.

Program Name: CHEM.1412

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 Course

CHEM 1412

1.1 Division-Department

Science - 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

Use basic apparatus and apply experimental methodologies used in the chemistry laboratory.

1.4.2 Learning Activities

Students will be assigned a laboratory experiment to be performed in a group. The group will be required to utilize proper lab techniques to obtain the desired outcome. The group will analyze data obtained from the experiment and relate the results to theory discussed in lecture. Participation in the lab experiment 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

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation 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 of 60% of the students will receive 70% of the possible points for each core objective (CM, CT, EQ, TW).

1.4.5 Data Summary

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

COM - 93%

CT - 67%

EQR - 57%

TW - 96%

26 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 - 73%

CT - 73%

EQR - 76%

TW - 11%

Those not available for assessment (probably an indication of the drop out rate) ranged from 0% for face-to-face students and 12% for distance learning students in the spring semester.

1.4.5.1 Analysis and Evaluation

The benchmark was met for the face-to-face classes in communication and teamwork in the spring semester.

The distance learning classes met the core objectives in communication, critical thinking, and empirical and quantitative data in the spring 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

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 science faculty are currently constructing a common rubric to use for assessing the lab reports to ensure the data reported is equal. We have kept the benchmark at its current level as we have not met all of the benchmarks set for the 2018-2019 school year in the face-to-face and online classes. We plan to offer additional help in properly constructing the lab reports either during lab time as well as offer additional instruction during office hours.

1.4.5.4 Distance Learning: Analysis and Evaluation

The benchmark was met for the face-to-face classes in communication and teamwork in the spring semester.

The distance learning classes met the core objectives in communication, critical thinking, and empirical and quantitative data in the spring 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

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 science faculty are currently constructing a common rubric to use for assessing the lab reports to ensure the data reported is equal. We have kept the benchmark at its current level as we have not met all of the benchmarks set for the 2018-2019 school year in the face-to-face and online classes. We plan to offer additional help in properly constructing the lab reports either during lab time as well as offer additional instruction during office hours.

Program Name: COSC.1336

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 Course COSC 1336 Programming Fundamentals I

1.1 Division-Department Business and Computer Science COSC

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

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

Design, code and test a computer program that utilizes a logical statement

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

1.4.5.1 Analysis and Evaluation

93% of the students assessed achieved 100% accuracy when assessed on the learning outcome in the Fall 2018 class. 14 Responders, 13 Achievers ,1 Non-achiever.

50% of the students assessed achieved 100% accuracy when assessed on the learning outcome in the Spring 2019 class. 16 Responders, 8 Achievers, 8 Non-achievers.
LEAP was not accomplished.

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 course is taught primarily on-line. It is hard to find tutors for on-line students. Have students pay close attention to the discussion board so that if a student needs help, other peer students can help them.

Instructor has added videos and pod casts going over material in the chapter to describe the statements, how they are used and how the examples in the book work.

1.4.5.4 Distance Learning: Analysis and Evaluation

93% of the students assessed achieved 100% accuracy when assessed on the learning outcome in the Fall 2018 class. 14 Responders, 13 Achievers ,1 Non-achiever.

50% of the students assessed achieved 100% accuracy when assessed on the learning outcome in the Spring 2019 class. 16 Responders, 8 Achievers, 8 Non-achievers.
LEAP was not accomplished.

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

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

1.4.5.6 Distance Learning: Description of Changes

This course is taught primarily on-line. It is hard to find tutors for on-line students. Have students pay close attention to the discussion board so that if a student needs help, other peer students can help them.

Instructor has added videos and pod casts going over material in the chapter to describe the statements, how they are used and how the examples in the book work.

1.5 Measured Outcome

Design, code and test a computer program that utilizes a logical statement

1.5.1 Student Learning Outcomes

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. The program is to include a correctly used selection structure.

1.5.2 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.

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

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

1.5.4 Measure of Success

65% of students evaluated will produce a correct, fully functional program using logical program statements

1.5.5 Data Summary

1.5.5.1 Analysis and Evaluation

93% of the students assessed achieved 100% accuracy when assessed on the learning outcome in the Fall 2018 class. 14 Responders, 13 Achievers ,1 Non-achiever.

50% of the students assessed achieved 100% accuracy when assessed on the learning outcome in the Spring 2019 class. 16 Responders, 8 Achievers, 8 Non-achievers.
LEAP was not accomplished.

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

This course is taught primarily on-line. It is hard to find tutors for on-line students. Have students pay close attention to the discussion board so that if a student needs help, other peer students can help them.

Instructor has added videos and pod casts going over material in the chapter to describe the statements, how they are used and how the examples in the book work

1.5.5.4 Distance Learning: Analysis and Evaluation

93% of the students assessed achieved 100% accuracy when assessed on the learning outcome in the Fall 2018 class. 14 Responders, 13 Achievers ,1 Non-achiever.

50% of the students assessed achieved 100% accuracy when assessed on the learning outcome in the Spring 2019 class. 16 Responders, 8 Achievers, 8 Non-achievers. LEAP was not accomplished.

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

This course is taught primarily on-line. It is hard to find tutors for on-line students. Have students pay close attention to the discussion board so that if a student needs help, other peer students can help them.

Instructor has added videos and pod casts going over material in the chapter to describe the statements, how they are used and how the examples in the book work

1.6 Measured Outcome

Design, code and test a computer program that utilizes a logical statement

1.6.1 Student Learning Outcomes

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. The program is to include a correctly used selection structure.

1.6.2 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.

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

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

1.6.4 Measure of Success

65% of students evaluated will produce a correct, fully functional program using logical program statements

1.6.5 Data Summary

1.6.5.1 Analysis and Evaluation

93% of the students assessed achieved 100% accuracy when assessed on the learning outcome in the Fall 2018 class. 14 Responders, 13 Achievers ,1 Non-achiever.

50% of the students assessed achieved 100% accuracy when assessed on the learning outcome in

the Spring 2019 class. 16 Responders, 8 Achievers, 8 Non-achievers.
LEAP was not accomplished.

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

This course is taught primarily on-line. It is hard to find tutors for on-line students. Have students pay close attention to the discussion board so that if a student needs help, other peer students can help them.

Instructor has added videos and pod casts going over material in the chapter to describe the statements, how they are used and how the examples in the book work

1.6.5.4 Distance Learning: Analysis and Evaluation

93% of the students assessed achieved 100% accuracy when assessed on the learning outcome in the Fall 2018 class. 14 Responders, 13 Achievers ,1 Non-achiever.

50% of the students assessed achieved 100% accuracy when assessed on the learning outcome in the Spring 2019 class. 16 Responders, 8 Achievers, 8 Non-achievers.
LEAP was not accomplished.

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

This course is taught primarily on-line. It is hard to find tutors for on-line students. Have students pay close attention to the discussion board so that if a student needs help, other peer students can help them.

Instructor has added videos and pod casts going over material in the chapter to describe the statements, how they are used and how the examples in the book work

Program Name: CRIJ.1301

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

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)

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)

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

80% of student passed this course with a 75 or higher. 60% benchmark for 75 or above.

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 New Benchmark

62% of students will score 75% or higher.

1.4.5.4 Distance Learning: Analysis and Evaluation

80% of online students score 75 or above. Benchmark was 60% at 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 New Benchmark

62% of students will score 75% or better.

Program Name: CRIJ.1310

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

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)

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)

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 Results

92% of student scored 75 or better. 60% at 75 or higher was benchmark.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.4.5.3 Description of Changes New Benchmark

62% of students will score 75 or higher.

1.4.5.4 Distance Learning: Analysis and Evaluation NET

90% of students scored 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 New Benchmark

62 % of students will score 75 or higher.

Program Name: CRIJ.2328

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

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)

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)

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 Results

92% of students scored 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 New Benchmark

62% of students will score 75 or higher.

1.4.5.4 Distance Learning: Analysis and Evaluation NET

97% of students online scored 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 New Benchmark

62% of students will score 75 or higher.

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)

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

92% of students scored 75 or above.

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

62% of students will score 75 or higher.

1.5.5.4 Distance Learning: Analysis and Evaluation

97% of online students scored 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

62% of students will score 75 or higher.

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)

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

92% of students scored 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

62% of students will score 75 or higher.

1.6.5.4 Distance Learning: Analysis and Evaluation

97% of online students scored 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

62% of students will score 75 or higher.

Program Name: DFTG.1457

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

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, 79 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 Adult Population

There are fewer distance learning students registering.

Of the students enrolled, approximately 50% pass necessary requirements.

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 considering online courses in Mechanical Engineering Technology need in depth understanding/counseling prior to registering for these classes due to the required curriculum rigor and equipment needed.

Program Name: DRAM.1310

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 Course

DRAM 1310, Introduction to Theater

1.1 Division-Department

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

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: 90% 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.

COMM: 93% of students achieved 75% of the possible points on a rubric that assesses their communication skills based on effective writing criteria.

CT: 90% 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.

These scores are a marked improvement from last year's reported data.

1.4.5.2 Changes as a Result of Analysis and Evaluation

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

1.4.5.3 Description of Changes

Instructors will make minor changes to rubrics while implementing outcomes in Canvas in order to better assess student success.

1.4.5.4 Distance Learning: Analysis and Evaluation

SR: 93%

CM: 95%

CT: 95%

It is interesting to note that all online sections performed slightly above their F2F counterparts. All students met and exceeded set goals.

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 will make minor changes to rubrics while implementing outcomes in Canvas in order to better assess student success.

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

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

TW: 85% 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 short of 100%.

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 has requested the benchmark be adjusted accordingly:

90% 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.

1.5.5.4 Distance Learning: Analysis and Evaluation

TW: 83% 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%.

1.5.5.5 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

The instructor has requested that the benchmark be adjusted accordingly:

TW: 90% of the students 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

Program Name: DRAM.2366

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 Course

DRAM 2366, Introduction to Cinema

1.1 Division-Department

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: 77% of students who submitted a critique scored 80%, or at least 20 points, on the critical thinking section of the scoring rubric that assessed their analysis of the unifying elements of the film using appropriate cinematic vocabulary. This exceeds the 75% benchmark.

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 will make minor changes to rubric within Canvas in order to better align assessment methods with learning outcomes for this course.

1.4.5.4 Distance Learning: Analysis and Evaluation

CT: 88% of students who submitted a critique and scored at least 80%, or earned at least 20 points, on the CT section of the scoring rubric. This number exceeds the 75% target.

All online sections reported higher scores than their F2F counterparts.

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

Instructor will make minor changes to rubric within Canvas in order to better align assessment methods with learning outcomes for this course.

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

CM: 77% of 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

Instructor will make minor changes to rubric within Canvas in order to better align assessment methods with learning outcomes for this course.

1.5.5.4 Distance Learning: Analysis and Evaluation

CM: 88% of 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.

All online sections reported higher scores than their F2F counterparts in all outcomes.

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

Instructor will make minor changes to rubric within Canvas in order to better align assessment methods with learning outcomes for this course.

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 General

| | |
|----------------------------------|--------------------|
| Education (Use for LEAPs) | 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: 88% of students who submitted an analysis scored 80%, or at least 20 points, on the teamwork section of the scoring rubric that assessed their participation in group activities.

All students met and exceeded set goal.

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

Instructor will make minor changes to rubric within Canvas in order to better align assessment methods with learning outcomes for this course.

1.6.5.4 Distance Learning: Analysis and Evaluation

TW: 95% of students who submitted a critique and scored at least 80%, or earned at least 20 points, on the teamwork section of the scoring rubric. This number exceeds the 75% target.

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

Instructor will make minor changes to rubric within Canvas in order to better align assessment methods with learning outcomes for this course.

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

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

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: 93% of students who submitted one critique scored at least 80% on the SR section of the scoring rubric.

1.7.5.2 Changes as a Result of Analysis and Evaluation

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

1.7.5.3 Description of Changes

Instructor will make minor changes to rubric within Canvas in order to better align assessment methods with learning outcomes for this course.

1.7.5.4 Distance Learning: Analysis and Evaluation

SR: 100% of students who submitted one critique scored at least 80% on the SR section of the scoring rubric.

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

Instructor will make minor changes to rubric within Canvas in order to better align assessment methods with learning outcomes for this course.

Program Name: ECON.2301

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 Course ECON 2301, Principles of Macroeconomics

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 |
| Career Entry Skills | Career Entry Skills (CE): Students will 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
Education
(Use for
LEAPs)** General
Education
Outcomes

| | |
|-------------------|---|
| Critical Thinking | Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation 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

Economics has recently been moved to social sciences. The data for this entry is unable. A new rubric and assessments need to be generated by the department.

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

Economics has recently been moved to social sciences. A new rubric and assessments need to be generated by the department.

1.4.5.4 Distance Learning: Analysis and Evaluation

Economics has recently been moved to social sciences. A new rubric and assessments need to be generated by the department.

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

Economics has recently been moved to social sciences. A new rubric and assessments need to be generated by the department.

1.5 Measured Outcome

Economics has recently been moved to social sciences. A new rubric and assessments need to be generated by the department.

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

Economics has recently been moved to social sciences. The data for this entry is unable. A new rubric and assessments need to be generated by the department.

1.5.5 Data Summary

Economics has recently been moved to social sciences. The data for this entry is unable. A new rubric and assessments need to be generated by the department.

1.5.5.1 Analysis and Evaluation

Economics has recently been moved to social sciences. The data for this entry is unable. A new rubric and assessments need to be generated by the department.

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

Economics has recently been moved to social sciences. The data for this entry is unable. A new rubric and assessments need to be generated by the department.

1.5.5.4 Distance Learning: Analysis and Evaluation

Economics has recently been moved to social sciences. The data for this entry is unable. A new rubric and assessments need to be generated by the department.

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

Economics has recently been moved to social sciences. A new rubric and assessments need to be generated by the department.

Program Name: ECON.2302

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

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

Economics has recently been moved to social sciences. A new rubric and assessments need to be generated by the department.

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

Economics has recently been moved to social sciences. The data for this entry is unable. A new rubric and assessments need to be generated by the department.

1.4.5 Data Summary

Economics has recently been moved to social sciences. The data for this entry is unable. A new rubric and assessments need to be generated by the department.

1.4.5.1 Analysis and Evaluation

Economics has recently been moved to social sciences. A new rubric and assessments need to be generated by the department.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

1.4.5.3 Description of Changes

Economics has recently been moved to social sciences. A new rubric and assessments need to be generated by the department.

1.4.5.4 Distance Learning: Analysis and Evaluation

Economics has recently been moved to social sciences. A new rubric and assessments need to be generated by the department.

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

Economics has recently been moved to social sciences. A new rubric and assessments need to be generated by the department.

1.5 Measured Outcome

Economics has recently been moved to social sciences. A new rubric and assessments need to be generated by the department.

1.5.1 Student Learning Outcomes

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

1.5.2 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.

1.5.3 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

Economics has recently been moved to social sciences. The data for this entry is unable. A new rubric and assessments need to be generated by the department.

1.5.5 Data Summary

Economics has recently been moved to social sciences. A new rubric and assessments need to be generated by the department.

1.5.5.1 Analysis and Evaluation

Economics has recently been moved to social sciences. A new rubric and assessments need to be generated by the department.

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

Economics has recently been moved to social sciences. A new rubric and assessments need to be generated by the department.

1.5.5.4 Distance Learning: Analysis and Evaluation

Economics has recently been moved to social sciences. A new rubric and assessments need to be generated by the department.

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

Economics has recently been moved to social sciences. A new rubric and assessments need to be generated by the department.

Program Name: EDUC/PSYC.1300

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

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

71% of students succeeded at this goal, so we were 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

92% 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

97% 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% of students will demonstrate success at Critical Thinking by 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

84% of students were successful with this goal. There was a big improvement from last year's 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

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 90%. 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 79%, we did 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: #6 Sep 1, 2018 to Aug 31, 2019

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 73% 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

Program Name: ENGL.1302

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

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

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 complete (suggested learning activity) and demonstrate at least 70% mastery in (core objective)

In this cycle, 78% 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

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

Instructors 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. In addition, instructors will re-emphasize the process of writing a literature-based research paper utilizing MLA format and documentation guidelines.

1.4.5.4 Distance Learning: Analysis and Evaluation

More of our faculty are attempting to address the core issues in the English 1302 online with the under-performing students. Many ideas are shared with the faculty regarding research topics and the new generation of entering students. We feel that new strategies and tools are now available to us the use through the new LMS This sharing always suggests new approaches to this new and younger student body. The younger students are less engaged than the more mature student body. By

surpassing our benchmark (with 78%), we shall strive to examine best practices using Canvas in our next division meetings this academic year.

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

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: #6 Sep 1, 2018 to Aug 31, 2019

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 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 by the completion of a peer review. 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 (CM): To include effective development,

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

1.4.4 Measure of Success

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

1.4.5 Data Summary

In Technical Writing, our benchmark was achieved (88%). 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 complete (suggested learning activity) and demonstrate at least 70% mastery in (core objective)

1.4.5.1 Analysis and Evaluation

In Technical Writing, our benchmark was achieved (88%). 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 complete (suggested learning activity) and demonstrate at least 70% mastery in (core objective)

1.4.5.2 Changes as a Result of Analysis and Evaluation

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

1.4.5.3 Description of Changes

No changes made

1.4.5.4 Distance Learning: Analysis and Evaluation

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

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

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 strategies that the instructors are utilizing are successful and should be retained in the upcoming academic year.

Program Name: ENGL.2322

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

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

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 complete (suggested learning activity) and demonstrate at least 70% mastery in (core objectives)

In this cycle, our division was successful with an 85% result for this area.

1.4.5.1 Analysis and Evaluation

Strategies are working, yet regarding students that have returned after many years, many earned lower scores on the activity. More attention is needed to help these students reconnect.

1.4.5.2 Changes as a Result of Analysis and Evaluation

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

1.4.5.3 Description of 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

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 85% 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

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 Canvas.

Program Name: ENGL.2323

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

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

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 83% result for this area

1.4.5.1 Analysis and Evaluation

Strategies are working, yet regarding students that have returned after many years, many earned lower scores on the activity. More attention is needed to help these students reconnect.

1.4.5.2 Changes as a Result of Analysis and Evaluation

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

1.4.5.3 Description of Changes

Will give additional support to dual credit and returning students in an effort to increase their success.

1.4.5.4 Distance Learning: Analysis and Evaluation

English 2323 data reflects these areas:

1. SLO: Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.
- 2, Activity: Students will prepare a written essay analyzing and researching an approved topic related to the differing time periods, cultures, and/or literary elements. Papers will be graded for content, logic, accuracy, structure, and mechanics. Students will self-analyze, link the class to real life, and employ research strategies to generate a written product (WP) in the form of a researched essay.
3. Benchmark: Indicates: 60% of enrolled students will (suggested learning activity) and demonstrate at least 70% mastery in (core objectives)

In this cycle, our division was successful with an 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

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: #6 Sep 1, 2018 to Aug 31, 2019

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 82%.

1.4.5.1 Analysis and Evaluation

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

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 82%

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

We will consider increasing our % of students who will be required to pass the LEAPs project.

Program Name: ENGL.2328

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

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

1.4.5.1 Analysis and Evaluation

Due to a low number of students electing to take ENGL 2327 (American Lit I), ENGL 2328 was not offered during the current teaching cycle. Therefore, there is not analysis and evaluation of data.

1.4.5.2 Changes as a Result of Analysis and Evaluation

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

1.4.5.3 Description of Changes

Due to a low number of students electing to take ENGL 2327 (American Lit I), ENGL 2328 was not offered during the current teaching cycle. Therefore, there are not any changes to be made at this time.

1.4.5.4 Distance Learning: Analysis and Evaluation

Due to a low number of students electing to take ENGL 2327 (American Lit I), ENGL 2328 was not offered during the current teaching cycle. Therefore, there is not analysis and evaluation of data.

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

Due to a low number of students electing to take ENGL 2327 (American Lit I), ENGL 2328 was not offered during the current teaching cycle. Therefore, there are not any changes to be made at this time.

Program Name: ENGL.2332

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

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 95% (53/56) 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: #6 Sep 1, 2018 to Aug 31, 2019

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 96% (68/71) 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: #6 Sep 1, 2018 to Aug 31, 2019

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)

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)

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

A total of 16 students were enrolled in FIRT 1305 for the Fall 2018 semester. 14 of 16 students (87.5%) submitted the assignment/artifact used for this assessment. 12 of 16 (75%) of students performed at 75% mastery.

11 students (68.75%) received a grade of "A"

1 student (6.25%) received a grade of "B"

2 students (12.5%) received a grade of "C"

0 students (0%) received a grade of "D"

2 students (12.5%) received a grade of "F"

1.4.5.1 Analysis and Evaluation

This semester, students were provided with a variety of lesson plans developed by NFPA. Presenting from a prepared lesson plan is consistent with the responsibilities of an Instructor I or beginner Fire and Life Safety Educator. Students were required to choose a lesson plan which was appropriate for their

selected audience. This process significantly improved the quality of presentations. This is likely because students spent less time developing a lesson plan, and spent more time on developing their presentation and building visual aids.

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 measure of success will be changed to read "75% of evaluated students will select a lesson plan over a fire and life safety topic and demonstrate 70% mastery of its organization, content, and presentation.

1.4.5.4 Distance Learning: Analysis and Evaluation

This semester, students were provided with a variety of lesson plans developed by NFPA. Presenting from a prepared lesson plan is consistent with the responsibilities of an Instructor I or beginner Fire and Life Safety Educator. Students were required to choose a lesson plan which was appropriate for their selected audience. This process significantly improved the quality of presentations. This is likely because students spent less time developing a lesson plan, and spent more time on developing their presentation and building visual aids.

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 measure of success will be changed to read "75% of evaluated students will select a lesson plan over a fire and life safety topic and demonstrate 70% mastery of its organization, content, and presentation.

Program Name: FIRT.1315

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

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)

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)

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

A total of 15 students were enrolled in FIRT 1315 for the Fall 2018 semester. 14 of 15 students (93.33%) submitted the assignment/artifact used for this assessment.

3 students (20%) received a grade of "A"

2 students (13.33%) received a grade of "B"

4 students (26.67%) received a grade of "C"

1 student (6.67%) received a grade of "D"

5 students (33.33%) received a grade of "F"

1.4.5.1 Analysis and Evaluation

Many students struggled to understand the proper use of the ERG. The most common error was determining initial isolation zones and evacuation distances. This was especially true in hazardous materials that are Toxic Inhalation Hazards (TIH).

1.4.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.4.5.3 Description of Changes

Provide more practice scenarios to students throughout the course to familiarize them with the use of ERG.

1.4.5.4 Distance Learning: Analysis and Evaluation

Many students struggled to understand the proper use of the ERG. The most common error was determining initial isolation zones and evacuation distances. This was especially true in hazardous materials that are Toxic Inhalation Hazards (TIH).

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

Provide more practice scenarios to students throughout the course to familiarize them with the use of ERG.

Program Name: FIRT.1327

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

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)

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)

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

A total of 17 students were enrolled in FIRT 1327 for the Fall 2018 semester. 17 of 17 students (100%) submitted the assignment/artifact used for this assessment. 15 of 17 (88.24%) of students met the measure of success.

1.4.5.1 Analysis and Evaluation

Only a few students struggled to identify building construction types and the hazards presented by each.

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

Provide more regular opportunities for students to view and discuss the various types of building construction. Potentially add matching assignments for students to match the hazards associated with

each type of building construction.

1.4.5.4 Distance Learning: Analysis and Evaluation

Only a few students struggled to identify building construction types and the hazards presented by each.

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

Provide more regular opportunities for students to view and discuss the various types of building construction. Potentially add matching assignments for students to match the hazards associated with each type of building construction.

Program Name: GOVT.2305

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

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

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.

1.4.1 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 LEAPs) | General Education Outcomes |
|--|----------------------------|

| | |
|-------------------------|---|
| Critical Thinking | Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation 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 86% met or exceeded the goal of 70% based upon the common rubric
 Critical thinking 85% met or exceeded the goal of 70% based upon the common rubric
 Personal responsibility 82% met or exceeded the goal of 70% based upon the common rubric
 Social responsibility 91% met or exceeded the goal of 70% based upon the common rubric

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 25% of students met or exceeded 70% based upon the common rubric
 Critical thinking 86% of students met or exceeded 70% based upon the common rubric
 Personal responsibility 88% of students met or exceeded 70% based upon the common rubric
 Social responsibility 89% of students met of exceed 70% based upon the common 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

Students did better with the change from last year. Consider increasing the benchmark from 70 to 72%.

Program Name: GOVT.2306

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

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: #6 Sep 1, 2018 to Aug 31, 2019

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 82% of students met or exceeded 15 points out of 25 points on rubric
Critical thinking 81% of students met or exceeded 15 points out of 25 points on rubric
Social responsibility 87% of students met or exceeded 15 points out of 25 points on rubric
Personal responsibility 86% 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

Students enrolled in HIST 1301 on line were successful in their learning and application of critical thinking, communication, personal responsibility, and social responsibility.
Communication 80% of students met or exceeded 15 out of 25 on the rubric
Critical thinking 82% of students met or exceeded 15 out of 25 on the rubric
Social responsibility 78% of students met or exceeded 15 out of 25 on the rubric
Personal responsibility 84% 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: #6 Sep 1, 2018 to Aug 31, 2019

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 and critical thinking and social and personal responsibility by the activity.

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. (SR and PR)

Each written critique will reflect the ability to analyze the authors purpose in writing, fulfillment of that purpose. (CT and CM)

Students will required to indicate the ideological bias of the author of the secondary work in his or her conclusions (CT and CM)

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 students assessed with achieve a score of 50 or greater on the rubric. The rubric has been reworked for this cycle and it is attached.

[HistoryRubric2019](#) [XLSX 11 KB AUG 26, 2019]

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 88% met or exceeded 15 out of 25 on the rubric

Critical thinking 88% met or exceeded 15 out of 25 on the rubric

Personal responsibility 88% met or exceeded 15 out of 25 on the rubric

Social responsibility 88% 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 70% of students met or exceeded 15 out of 25 on the rubric

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

Personal responsibility 99% of students met or exceeded 15 out of 25 on the rubric

Social responsibility 99% of students met or exceeded 15 out of 25 on the rubric

New rubric will be used for this cycle.

[HistoryRubric2019](#) [XLSX 11 KB AUG 26, 2019]

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

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

1.4.5.6 Distance Learning: Description of Changes

New rubric will be used for this cycle.

Program Name: HIST.2301
Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

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 LEAPs) General Education Outcomes

LEAPs)

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

1.4.4 Measure of Success

60% of 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: #6 Sep 1, 2018 to Aug 31, 2019

1 Course

HRPO 2301

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 Develop a training program

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.

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

In this HRPO 2301 class, it was only offered online during the Fall 2018 semester.

At TDCJ, Spring 2019 in the F2F class, 26 out of 28 students or 93% met the student learning outcome which states: "75% of the evaluated students will demonstrate an ability of 70% mastery of the objective."

1.4.5.1 Analysis and Evaluation

This training activity gives the student an idea of how to set up training for a group of new employees. I can add a grading rubric or a checklist to make sure they understand certain specifics required to complete this training activity. This will help clarify my expectations and support the written instructions for this 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

I plan to raise the benchmark from 70% mastery to 72% mastery of the SLO.

1.4.5.4 Distance Learning: Analysis and Evaluation

In the online section of HRPO 2301, 14 out of 16 students or 88% met the student learning outcome which states: "75% of the evaluated students will demonstrate 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

I plan to raise the benchmark from 70% mastery to 72% mastery of the SLO.

Program Name: HUMA.1301

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

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

SLO 1:1. Students will gain understanding of the ways in which the Humanities engage, express, and inform diverse human experiences, situated within distinctive social, cultural, and historical settings, through the analysis and interpretation of works of art, religion, philosophy, and literature, selected from a variety of world cultures and apply multiple theoretical, critical, and analytical perspectives to the study of history, the arts, and the humanities, in order to interpret and appreciate the humanistic traditions of diverse cultures and peoples.

Activity: All students will be assessed of their understanding of the concept of dark and light in relation to the arts and the humanities. An essay question will be implemented to assess each students ability to communicate their comprehension of this concept. The essay question will be graded on a rubric based on a 4.0 scale. Expected results for this baseline use of the outcome are an average of 3.0 for Comprehension/Critical Thinking and 3.0 for Written Communication Skills.

Benchmark: 95%/75%

Indicates: 95% of enrolled students who attempted the suggested learning activity demonstrated at least 75% mastery of the specified assignment

This cycle: 82% achieved mastery.

1.4.5.1 Analysis and Evaluation

We will visit the SLO, benchmark, and activity in our fall meeting. A possible change will need to take place.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.4.5.3 Description of 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

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

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

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: 95%/75%

Indicates: 95% of enrolled students who attempted the suggested learning activity demonstrated at least 75% mastery of the specified assignment

This cycle, we fell short of this benchmark with only 82% achieving mastery.

1.5.5.1 Analysis and Evaluation

Students showed improvement from last cycle and performed above benchmark standard.

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

A new textbook will be utilized for the upcoming year due to the current text being discontinued. All instructors will also utilize the Canvas Outcomes to report LEAPs data.

1.5.5.4 Distance Learning: Analysis and Evaluation

Professors will continue to increase the amount of communication they have with online students in an effort to encourage students to stay on target with their online assignments.

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

Professors will continue to increase the amount of communication they have with online students in an effort to encourage students to stay on target with their online assignments.

Program Name: IMED.1316

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 Course IMED 1316 Web Design I

IMED 1316 Web Design I

1.1 Division-Department Business and Computer Science

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

1.4 Measured Outcome

40% of grade

1.4.1 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)

1.4.2 Learning Activities

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)

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 four students that attempted the web project proposal succeeded with an overall grade above ninety percent, meaning that all objectives were met. One of the students did not attempt the project at all. Overall eighty percent met the LEAP objective.

1.4.5.2 Changes as a Result of Analysis and Evaluation

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

1.4.5.3 Description of Changes

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 four students that attempted the web project proposal succeeded with an overall grade above ninety percent, meaning that all objectives were met. One of the students did not attempt the project at all. Overall eighty percent met the LEAP 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

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.1345

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

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

| | |
|---|-----------------------|
| Strategic Plan (Use for Administrative Outcomes) | 1 Enhance the Student |
|---|-----------------------|

1.1 Student Engagement Student Engagement

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

Distance ed course

1.4.5.1 Analysis and Evaluation

Distance ed 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

92% of the students achieved the goal

1.4.5.4 Distance Learning: Analysis and Evaluation

no changes necessary

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 necessary

Program Name: LGLA.1407

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

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

| | |
|---|-----------------------|
| Strategic Plan (Use for Administrative Outcomes) | 1 Enhance the Student |
|---|-----------------------|

1.1 Student Engagement Student Engagement

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

Strategic Plan 1
(Use for Enhance
Administrative the
Outcomes) Student

1.1 Student Engagement Student Engagement

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

Face to Face class

1.4.5.1 Analysis and Evaluation

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

distance ed class

1.4.5.4 Distance Learning: Analysis and Evaluation

Eighty per cent (80%) of the students evaluated achieved the goal of scoring higher than the 60% required for achievement 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

students achieved the objective.

Program Name: LGLA.2313

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

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

| | |
|---|-----------------------|
| Strategic Plan (Use for Administrative Outcomes) | 1 Enhance the Student |
|---|-----------------------|

1.1 Student Engagement Student Engagement

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)

Student Engagement

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

Strategic Plan 1
(Use for Enhance
Administrative the
Outcomes) Student

1.1 Student Engagement Student Engagement

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 were not Face to Face courses offered in this program as it is an online only program.

1.4.5.1 Analysis and Evaluation

Face to Face class

1.4.5.2 Changes as a Result of Analysis and Evaluation

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

1.4.5.3 Description of Changes

This were not Face to Face courses offered in this program as it is an online only program. No changes anticipated

1.4.5.4 Distance Learning: Analysis and Evaluation

100% of the students 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

no changes necessary

Program Name: MATH.1314

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 Course

MATH 1314 College Algebra

1.1 Division-Department

Mathematics

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.

A LEAP assessment will be given either as a separate instrument, with a major exam, or with the final exam.

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

We 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).

CT: 70% for success / goal is 75% of assessed students are successful

CM: 70% for success / goal is 75% of assessed students are successful

EQ: 70% for success / goal is 75% of assessed students are successful

1.4.5 Data Summary

1519 students were enrolled - 271 Dual credit, 848 f2f (360 stand-alone and 488 Deco), 400 online (204 stand-alone and 196 Deco) students

*835 stand-alone and 684 Deco students

69 sections - 18 Dual credit classes, 36 F2F (13 stand-alone and 23 Deco) classes, 15 online (6 Stand-alone and 9 Deco) classes

*37 Stand-alone and 32 Deco classes

1098 students were assessed - 259 Dual credit, 566 f2f (279 Stand-alone and 287 Deco), 273 online (152 Stand-alone and 121 Deco) students

*690 stand-alone and 408 Deco students

Success rates by Core Objectives were:

CM: 74% Dual credit, 58% stand-alone f2f, 34% Deco F2F, 71% stand-alone online, 60% Deco online, 57% overall

*67% Stand-alone and 42% Deco

CT: 80% Dual credit, 53% stand-alone f2f, 32% Deco f2f, 79% stand-alone online, 60% Deco online, 58% overall

*69% Stand-alone and 40% Deco

EQ: 73% Dual credit, 52% stand-alone f2f, 28% Deco f2f, 81% stand-alone online, 63% Deco online, 56% overall

*66% Stand-alone and 38% Deco

1.4.5.1 Analysis and Evaluation

28% of all students enrolled were not available for assessment.

This percentage accounts for 41% of Deco face-to-face students and 38% of Deco online students with no data.

Goals of 75% for all core objectives were not met.

When reviewing the results of the stand-alone classes, the goals for all core objectives were very close.

We are adding two new courses next year, Devl 0309 Beginning Algebra and Deco 0324 for Business Math. These two courses will pull the students from the Deco 0314. The lowest group of students with TSI score of 324 and lower will enroll in Devl 0309 and students majoring in Business will enroll in Deco

0324. These changes should effect the results for the Deco course in the upcoming 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

Based on the same goals as last year, 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. We are interested in improving the overall results of both the stand-alone and co-requisite (Deco) course.

Deco students are required to complete mandatory tutoring if repeating the Deco course. In addition, Deco students taking the Deco course for the third time will be required to meet with a mentor.

1.4.5.4 Distance Learning: Analysis and Evaluation

28% of all students enrolled were not available for assessment.

This percentage accounts for 41% of Deco face-to-face students and 38% of Deco online students with no data.

Goals of 75% for all core objectives were not met.

When reviewing the results of the stand-alone classes, the goals for all core objectives were very close.

We are adding two new courses next year, Devl 0309 Beginning Algebra and Deco 0324 for Business Math. These two courses will pull the students from the Deco 0314. The lowest group of students with TSI score of 324 and lower will enroll in Devl 0309 and students majoring in Businss will enroll in Deco 0324. These changes should effect the results for the Deco course in the upcoming year.

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

Based on the same goals as last year, 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. We are interested in improving the overall results of both the stand-alone and co-requisite (Deco) course.

Deco students are required to complete mandatory tutoring if repeating the Deco course. In addition, Deco students taking the Deco course for the third time will be required to meet with a mentor.

Program Name: MATH.1324

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 Course

MATH 1324 Mathematics for Business and Social Sciences

1.1 Division-Department

Mathematics

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

Demonstrate fundamental probability techniques and application of those techniques, including expected value, to solve problems.

1.4.2 Learning Activities

Students will be assigned to turn in homework problems requiring them to solve basic probability problems. They will be required to show step-by-step evolution of their results and to choose a logical method of solution that is clear and precise. They will need to connect probabilities calculated to written problems that model real word situations. Good mechanics in written presentation, organization, and logic, as well as the accuracy of the quantitative measures and the written presentation will determine a grade on each problem. Solving these problems on quizzes and tests will also be used to teach this outcome and will require the same format for problems.

A LEAP assessment will be given either as a separate instrument, with a major exam, or with the final exam.

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

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

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

1.4.5 Data Summary

104 students were enrolled - 49 face-to-face and 55 online students

4 sections - 2 F2F classes, 2 online classes.

68 students were assessed - 41 face-to-face and 27 online students

Success rates by Core Objectives were:

CM: 88% face-to-face, 74% online, 82% overall

CT: 90% face-to-face, 63% online, 79% overall

EQ: 88% face-to-face, 67% online, 79% overall

1.4.5.1 Analysis and Evaluation

35% of all students enrolled were not available for assessment.

This percentage accounts for 16% of face-to-face students and 51% of internet students with no data.

All goals of 65% 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 or change the benchmark level for the assessment next year.

1.4.5.4 Distance Learning: Analysis and Evaluation

35% of all students enrolled were not available for assessment.

This percentage accounts for 16% of face-to-face students and 51% of internet students with no data.

All goals of 65% 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 or change the benchmark level for the assessment next year.

Program Name: MATH.1325

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 Course

MATH 1325 Calculus for Business and Social Sciences

1.1 Division-Department

Mathematics

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 calculus to solve business, economics, and social sciences problems.

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.

A LEAP assessment will be given either as a separate instrument, with a major exam, or with the final 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 |
| Empirical 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: 65% for success / 65% of assessed students successful is goal
 CM: 65% for success / 65% of assessed students successful is goal
 EQ: 65% for success / 65% of assessed students successful is goal

1.4.5 Data Summary

30 students were enrolled - 22 face-to-face and 8 online students
 3 sections - 2 F2F class, 1 online class.
 22 students were assessed - 18 face-to-face and 4 online students

Success rates by Core Objectives were:
 CM: 94% face-to-face, 25% online, 82% overall
 CT: 94% face-to-face, 25% online, 82% overall
 EQ: 94% face-to-face, 25% online, 82% overall

1.4.5.1 Analysis and Evaluation

27% of all students enrolled were not available for assessment.
 This percentage accounts for 18% of face-to-face students and 50% of online students with no data.
 Overall, all goals were met.
 Although goals were met, online rates were extremely low compared to face-to-face.

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

27% of all students enrolled were not available for assessment.
 This percentage accounts for 18% of face-to-face students and 50% of online students with no data.
 Overall, all goals were met.
 Although goals were met, online rates were extremely low compared to face-to-face.

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

Redefine benchmark level (increase, if benchmark is met)

1.4.5.6 Distance Learning: Description of Changes

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.1332

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 Course

MATH 1332 Contemporary Mathematics

1.1 Division-Department

Mathematics

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.

A LEAP assessment will be given either as a separate instrument, with a major exam, or with the final 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 |
| Empirical 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

We 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).

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

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

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

1.4.5 Data Summary

440 students were enrolled - 230 f2f (76 stand-alone and 154 Deco), 169 online (67 stand-alone and 102 Deco), and 41 ITV (18 stand-alone and 23 Deco) students

*161 stand-alone and 279 Deco students

21 sections - 10 F2F (3 stand-alone and 7 Deco) classes, 8 online (3 Stand-alone and 5 Deco) classes, and 3 ITV (2 Stand-alone and 1 Deco).

*8 Stand-alone and 13 Deco classes

327 students were assessed - 184 f2f (70 Stand-alone and 114 Deco), 107 online (50 Stand-alone and 57 Deco), and 36 ITV (17 Stand-alone and 19 Deco) students

*137 stand-alone and 190 Deco students

Success rates by Core Objectives were:

CM: 69% stand-alone f2f, 77% Deco F2F, 36% stand-alone online, 58% Deco online, 88% stand-alone ITV, 95% Deco ITV, 67% overall

*59% Stand-alone and 73% Deco

CT: 89% stand-alone f2f, 81% Deco f2f, 84% stand-alone online, 81% Deco online, 76% stand-alone ITV, 79% Deco ITV, 83% overall

*85% Stand-alone and 81% Deco

EQ: 89% stand-alone f2f, 78% Deco f2f, 80% stand-alone online, 75% Deco online, 71% stand-alone ITV, 84% Deco ITV, 80% overall

*83% Stand-alone and 78% Deco

1.4.5.1 Analysis and Evaluation

26% of all students enrolled were not available for assessment.

This percentage accounts for 44% of Deco online students (highest group) with no data.

Goals of 70% for CT and EQS were met; however, CM goal was not met, but very close.

The overall results were slightly higher than those from last year. CM: 65% overall CT: 79% overall EQ: 77% overall

This improvement is based on 1st year results of teaching the co-requisite courses.

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 for two core objectives and very close for the last one, Math faculty will select a different learning outcome or change the benchmark level for the assessment next year.

1.4.5.4 Distance Learning: Analysis and Evaluation

26% of all students enrolled were not available for assessment.

This percentage accounts for 44% of Deco online students (highest group) with no data.

Goals of 70% for CT and EQS were met; however, CM goal was not met, but very close.

The overall results were slightly higher than those from last year. CM: 65% overall CT: 79% overall EQ: 77% overall

This improvement is based on 1st year results of teaching the co-requisite courses.

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 for two core objectives and very close for the last one, Math faculty will select a different learning outcome or change the benchmark level for the assessment next year.

Program Name: MATH.1342

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 Course

MATH 1342 Statistics

1.1 Division-Department

Mathematics

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.

A LEAP assessment will be given either as a separate instrument, with a major exam, or with the final 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 |
| Empirical 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

We 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).

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

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

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

1.4.5 Data Summary

895 students were enrolled - 133 Dual credit, 387 f2f (228 stand-alone and 159 Deco), 375 online (255 stand-alone and 120 Deco) students

*616 stand-alone and 279 Deco students

49 sections - 12 Dual credit classes, 24 F2F (13 stand-alone and 11 Deco) classes, 13 online (8 Stand-alone and 5 Deco) classes

*33 Stand-alone and 16 Deco classes

688 students were assessed - 118 Dual credit, 317 f2f (187 stand-alone and 130 Deco), 249 online (177 stand-alone and 72 Deco) students

*482 stand-alone and 202 Deco students

Success rates by Core Objectives were:

CM: 86% Dual credit, 65% stand-alone f2f, 38% Deco F2F, 74% stand-alone online, 56% Deco online, 65% overall

*73% Stand-alone and 45% Deco

CT: 90% Dual credit, 60% stand-alone f2f, 33% Deco f2f, 73% stand-alone online, 47% Deco online, 62% overall

*72% Stand-alone and 38% Deco

EQ: 89% Dual credit, 56% stand-alone f2f, 30% Deco f2f, 68% stand-alone online, 38% Deco online, 58% overall

*68% Stand-alone and 33% Deco

1.4.5.1 Analysis and Evaluation

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

This percentage accounts for 31% of stand-alone online students and 40% of Deco online students (two highest groups) with no data.

Overall, goals of 70% for all core objectives were not met.

When reviewing the results of the stand-alone classes, the goals for CM and CT were met and EQ was very close.

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

Based on the same goals as last year, 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. We are interested in improving the overall results of both the stand-alone and co-requisite (Deco) course.

Deco students are required to complete mandatory tutoring if repeating the Deco course. In addition, Deco students taking the Deco course for the third time will be required to meet with a mentor.

1.4.5.4 Distance Learning: Analysis and Evaluation

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

This percentage accounts for 31% of stand-alone online students and 40% of Deco online students (two highest groups) with no data.

Overall, goals of 70% for all core objectives were not met.

When reviewing the results of the stand-alone classes, the goals for CM and CT were met and EQ was very close.

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

Based on the same goals as last year, 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. We are interested in improving the overall results of both the stand-alone and co-requisite (Deco) course.

Deco students are required to complete mandatory tutoring if repeating the Deco course. In addition, Deco students taking the Deco course for the third time will be required to meet with a mentor.

Program Name: MATH.1350

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 Course

MATH 1350 Mathematics for Teachers I (Fundamentals of Mathematics I)

1.1 Division-Department

Mathematics

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

Explain and model computations with fractions, decimals, ratios, and percentages.

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.

A LEAP assessment will be given either as a separate instrument, with a major exam, or with the final 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 |
| Empirical 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% for success / 70% of assessed students will be successful is goal

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

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

1.4.5 Data Summary

54 students were enrolled - 26 face-to-face and 28 online students

2 sections - 1 F2F class, 1 online class

42 students were assessed - 26 face-to-face and 16 online students

Success rates by Core Objectives were:

CM: 92% face-to-face, 100% online, 95% overall

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

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

1.4.5.1 Analysis and Evaluation

22% of all students enrolled were not available for assessment.

This percentage accounts for 43% of online students with no data.

Overall, all goals of 70% 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 or change the benchmark level for the assessment next year.

1.4.5.4 Distance Learning: Analysis and Evaluation

22% of all students enrolled were not available for assessment.

This percentage accounts for 43% of online students with no data.

Overall, all goals of 70% 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 or change the benchmark level for the assessment next year.

Program Name: MATH.1351

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 Course

MATH 1351 Mathematics for Teachers II (Fundamentals of Mathematics II)

1.1 Division-Department

Mathematics

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

Perform geometric transformations.

1.4.2 Learning Activities

Homework, quizzes, presentations, and tests will require students to perform geometric transformations. 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. Students will need to choose among several approaches and to relate new material to older established mathematical models.

A LEAP assessment will be given either as a separate instrument, with a major exam, or with the final 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 |
| Empirical 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: 75% for success / goal is 70% of assessed students are successful

CM: 75% for success / goal is 70% of assessed students are successful

EQ: 75% for success / goal is 70% of assessed students are successful

1.4.5 Data Summary

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

2 sections - 1 F2F class, 1 online class

25 students were assessed - 10 face-to-face and 15 online students

Success rates by Core Objectives were:

CM: 0% face-to-face, 67% online, 40% overall

CT: 0% face-to-face, 67% online, 40% overall

EQ: 0% face-to-face, 67% online, 40% overall

1.4.5.1 Analysis and Evaluation

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

This percentage accounts for 40% of online students with no data.

The overall goal of 70% was not met for any of the core 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

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 40% of online students with no data.

The overall goal of 70% was not met for any of the core objectives.

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

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.2312

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 Course

MATH 2312 Pre-Calculus Math

1.1 Division-Department

Mathematics

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 algebraic and transcendental functions and solve related equations.

1.4.2 Learning Activities

Homework requiring written solutions of algebraic and transcendental function 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 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.

A LEAP assessment will be given either as a separate instrument, with a major exam, or with the final 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 |
| Empirical 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: 65% for success / goal is 65% of assessed students will be successful

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

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

1.4.5 Data Summary

222 students were enrolled - 127 Dual credit, 46 face-to-face, and 49 online students

14 sections - 9 Dual credit classes, 3 F2F class, 2 online class.

190 students were assessed - 121 Dual credit, 30 face-to-face, and 39 online students

Success rates by Core Objectives were:

CM: 66% Dual credit, 63% face-to-face, 87% online, 70% overall

CT: 68% Dual credit, 60% face-to-face, 97% online, 73% overall

EQ: 62% Dual credit, 57% face-to-face, 97% online, 68% overall

1.4.5.1 Analysis and Evaluation

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

This percentage accounts for 35% of face-to-face students and 20% of online students with no data.

Overall, all goals of 65% 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 or change the benchmark level 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 35% of face-to-face students and 20% of online students with no data.

Overall, all goals of 65% 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 or change the benchmark level for the assessment next year.

Program Name: MATH.2413

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 Course

MATH 2413 Calculus I

1.1 Division-Department

Mathematics

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

- 1) Draw graphs of algebraic and transcendental functions considering limits, continuity, and differentiability at a point to evaluate the Core Objective CM.
- 2) Use differentiation rules to differentiate algebraic and transcendental functions to evaluate the Core Objectives CT and EQ.

1.4.2 Learning Activities

- 1) Students will work homework problems using first and second derivative tests and limits to find critical points, relative extrema, and inflection points and to sketch the graphs of algebraic and transcendental functions. These homework problems will require written step-by-step justification for students conclusions, and will also be graded on the logic of their written work, the mechanics of correct solutions, and the connection to the lesson at hand. Each principle will be applied to several different situations. Students will need to choose between different approaches and to relate new material to older established mathematical methods. Solving problems on quizzes and tests will also require the same format and will thus also be an avenue for students to learn this material.
- 2) Homework problems using differentiation rules will require students to choose a formula, detail how the problem was solved using that formula in a step-by-step justification for conclusions drawn. Problems will require students to apply differentiation rules to many different situations and to verify the reasonableness of the solutions. Solving these problems on quizzes and tests will also require the same format for problems and thus will also serve to teach this topic.

A LEAP assessment will be given either as a separate instrument, with a major exam, or with the final 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 |
| Empirical 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: 65% for success / goal is 65% of assessed students are successful
 CM: 65% for success / goal is 65% of assessed students are successful
 EQ: 65% for success / goal is 65% of assessed students are successful

1.4.5 Data Summary

146 students were enrolled - 52 Dual credit students, 42 face-to-face students, and 43 online students
 11 sections - 6 dual credit classes, 3 F2F classes, 2 online classes.
 122 students were assessed - 48 Dual credit, 35 face-to-face, and 39 online students

Success rates by Core Objectives were:
 CM: 96% Dual credit, 89% face-to-face, 90% online, 92% overall
 CT: 96% Dual credit, 86% face-to-face, 92% online, 92% overall
 EQ: 94% Dual credit, 83% face-to-face, 92% online, 90% overall

1.4.5.1 Analysis and Evaluation

16% of all students enrolled were not available for assessment.
 This percentage accounts for 17% of face-to-face students and 25% of online students with no data.
 Overall, all goals of 65% 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 or change the benchmark level for the assessment next year.

1.4.5.4 Distance Learning: Analysis and Evaluation

16% of all students enrolled were not available for assessment.
 This percentage accounts for 17% of face-to-face students and 25% of online students with no data.
 Overall, all goals of 65% 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 or change the benchmark level for the assessment next year.

Program Name: MATH.2414

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 Course

MATH 2414 Calculus II

1.1 Division-Department

Mathematics

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.

A LEAP assessment will be given either as a separate instrument, with a major exam, or with the final 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 |
| Empirical 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: 75% for success / goal is 70% of assessed students are successful
 CM: 75% for success / goal is 70% of assessed students are successful
 EQ: 75% for success / goal is 70% of assessed students are successful

1.4.5 Data Summary

44 students were enrolled - 32 face-to-face including 13 Dual credit students and 12 online students
 5 sections - 2 F2F class, 2 dual credit classes, 1 online class.
 41 students were assessed - 31 face-to-face including 13 Dual credit students and 10 online students

Success rates by Core Objectives were:
 CM: 92% Dual credit, 100% face-to-face, 80% online, 93% overall
 CT: 92% Dual credit, 94% face-to-face, 100% online, 95% overall
 EQ: 85% Dual credit, 100% face-to-face, 100% online, 95% overall

1.4.5.1 Analysis and Evaluation

7% of all students enrolled were not available for assessment.
 This percentage accounts for 17% of online students with no data which is lower than the 45% of online students last year.
 Overall, all goals of 70% 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 or change the benchmark level for the assessment next year.

1.4.5.4 Distance Learning: Analysis and Evaluation

7% of all students enrolled were not available for assessment.
 This percentage accounts for 17% of online students with no data which is lower than the 45% of online students last year.
 Overall, all goals of 70% 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 or

change the benchmark level for the assessment next year.

Program Name: MCHN.2344

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

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

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, 72 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 Adult Population

There are fewer distance learning students registering.

Of the students enrolled, approximately 50% pass necessary requirements.

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 considering online courses in Mechanical Engineering Technology need in depth understanding/counseling prior to registering for these classes due to the required curriculum rigor and equipment needed.

Program Name: MUSI.1306

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 Course

MUSI 1306, Music Appreciation

1.1 Division-Department

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 80% of the available points for this element.

1.4.5 Data Summary

1.4.5.1 Analysis and Evaluation

TW: 79% of students scored at least an 80 of the available points for this element.

TW (DL): 82%

1.4.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.4.5.3 Description of Changes

F2F Instructors will utilize Peer evaluations as part of their assessment of participation for teamwork activities.

1.4.5.4 Distance Learning: Analysis and Evaluation

TW (DL): 82%

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 is working with Dr. Collier to develop discussion board group projects that are directly tied to Bloom's Taxonomy, as part of a case study.

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 support their opinion of the performance.

1.5.5 Data Summary

1.5.5.1 Analysis and Evaluation

CM: 72% of students scored at least a 4 on the critical thinking portion of the rubric, based on their ability to support their opinion of the performance.

CT: 67% of students scored at least a 4 on the communication portion of the rubric, based on their ability to support their opinion of the performance.

Both scores fall below the benchmark.

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

Instructors will revise rubrics and implement class assignments in Canvas, utilizing the Outcomes tool, in order to provide consistent assessments and clear expectations for students.

1.5.5.4 Distance Learning: Analysis and Evaluation

CM: 92%

CT: 92%

Scores significantly higher than reporting data from F2F counterparts.

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

Instructor will continue to make minor adjustments to rubric in order to hold students to a higher standard of performance.

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

CT: 67% of students scored at least a 4 on the communication portion of the rubric, based on their ability to support their opinion of the performance.

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

Instructors will revise rubrics and implement class assignments in Canvas, utilizing the Outcomes tool, in order to provide consistent assessments and clear expectations for students.

1.6.5.4 Distance Learning: Analysis and Evaluation

CM: 92%

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

Instructor will continue to make minor adjustments to rubric in order to hold students to a higher standard of performance.

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: 79% of students scored a 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

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

1.7.5.3 Description of Changes

Instructors acknowledge the difficulty in engaging non-traditional students in campus performances. They will look into live-streaming concerts given on campus, providing accessibility to students who are unable to attend due to distance, financial, or family obligations.

1.7.5.4 Distance Learning: Analysis and Evaluation

SR (DL): 82%

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

Instructors acknowledge the difficulty in engaging non-traditional students in campus performances. They will look into live-streaming concerts given on campus, providing accessibility to students who are unable to attend due to distance, financial, or family obligations.

Program Name: MUSI.1310

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 Course

MUSI 1310, American Music

1.1 Division-Department

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.

Students will participate in a group activity where they will submit peer-reviewed memorization tools that will facilitate studying for the listening portion of their final exam. Scoring will be based on participation, interactions, and level of content provided in discussion boards.

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

Teamwork

Teamwork (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

TW: 86% of students demonstrated a minimum rating of 4 on the Teamwork portion of the rubric.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.4.5.3 Description of Changes

Instructor will utilize peer reviewed assignments through discussion boards in order to better assess student participation.

1.4.5.4 Distance Learning: Analysis and Evaluation

TW: 86%

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

Instructor will utilize peer reviewed assignments through discussion boards in order to better assess student participation.

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.

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.

1.5.5 Data Summary

1.5.5.1 Analysis and Evaluation

CM: 92%of the students demonstrated a minimum rating of 4 on the Critical Thinking portion of the rubric.

CT: 86% of the students demonstrated a minimum rating of 4 on the Communication portion of the rubric, based on their operational writing skills and /or effective oral presentation skills.

1.5.5.2 Changes as a Result of Analysis and Evaluation

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

1.5.5.3 Description of Changes

Instructor will make minor changes to rubric in order to more effectively analyze and assess outcome assessments.

1.5.5.4 Distance Learning: Analysis and Evaluation

CM: 92%of the students demonstrated a minimum rating of 4 on the Critical Thinking portion of the rubric.

CT: 86% of the students demonstrated a minimum rating of 4 on the Communication portion of the rubric, based on their operational writing skills and /or effective oral presentation skills.

1.5.5.5 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

Instructor will make minor changes to rubric in order to more effectively analyze and assess outcome assessments.

1.6 Measured Outcome

1.6.1 Student Learning Outcomes

Students will demonstrate social responsibility.

1.6.2 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 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

1.6.3 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

75% of the students will rate 4 or higher on the Social Responsibility portion of the rubric due to their attendance of the musical performance.

1.6.5 Data Summary

1.6.5.1 Analysis and Evaluation

SR: 74% of students rated 4 or higher on the SR portion of the rubric due to their attendance of the musical performance.

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

Instructors acknowledge the difficulty in engaging non-traditional students in campus performances. Rather than requiring students to attend a live performance, the instructor requested altering the activity: students will demonstrate an understanding of SR by examining the socioeconomic influence and the historical context of two musical genres through a formal essay.

1.6.5.4 Distance Learning: Analysis and Evaluation

SR: 74%

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

Instructor will make minor changes to rubric in order to more effectively analyze and assess outcome assessments.

Program Name: PHIL.2306

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

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 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

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

| | |
|-------------------------|---|
| Social Responsibility | Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities |
| Personal Responsibility | Personal Responsibility (PR): To include the ability to connect choices, actions, and consequences to ethical decision-making |

1.4.4 Measure of Success

65% of the students will score 70% or higher on the department 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 PHIL 2306 face to face were successful with their learning and application of critical thinking, communication, personal responsibility and social responsibility.
Communication 75% of students scored 24 or better out of 30 on the rubric
Critical thinking 88% of students scored 30 or better out of 40 on the rubric
Personal responsibility 92% of students scored 30 or better out of 40 on the rubric
Social responsibility 93% 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

The rubric will be evaluated by the instructors in the course and changes will be made as result of this year's results.

1.4.5.4 Distance Learning: Analysis and Evaluation

Students enrolled in PHIL 2306 on line were successful in their learning and application of critical thinking, communication, personal responsibility and social responsibility in their on line classes
Communication 76% of students met or exceeded 24 points out of 30 in the rubric
Critical thinking 95% of students met or exceeded 30 points out of 40 in the rubric
Personal responsibility 92% of students met or exceeded 30 points in the rubric
Social responsibility 95% 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 rubric based upon the results of this year.

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

| | |
|-------------------------|---|
| Critical Thinking | Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation 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 |

1.5.4 Measure of Success

65% of the students will score 70% or higher on the department approved rubric.

1.5.5 Data Summary

1.5.5.1 Analysis and Evaluation

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

Review rubric based upon results.

1.5.5.4 Distance Learning: Analysis and Evaluation

Review rubric based upon results.

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

| | |
|-------------------------|---|
| Critical Thinking | Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation 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 |

1.6.4 Measure of Success

60% of students will score at least 25 points on each of the department approved rubrics for CT, Communication, Personal Responsibility and Social Responsibility.

1.6.5 Data Summary

Review rubric based upon results from this year.

1.6.5.1 Analysis and Evaluation

Review rubric based upon 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 |
|--|----------------------------|

Critical Thinking

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

1.7.4 Measure of Success

60% of the students will score 25 points or higher on department approved rubric in each area, CT, communication, personal responsibility, and social responsibility.

1.7.5 Data Summary

Evaluate the results and rubric and administration of the assessments and make changes.

1.7.5.1 Analysis and Evaluation

Review rubric used and results.

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: #6 Sep 1, 2018 to Aug 31, 2019

1 Course

PHYS 1415

1.1 Division-Department

Science - Physical 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 |
|--|----------------------------|

Critical Thinking

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation 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 demonstrate the ability to follow written and oral instructions in setting up and using simple scientific apparatus.

1.4.2 Learning Activities

Students will be assigned a laboratory experiment to be performed in a group. The group will be required to utilize proper lab techniques to obtain the desired outcome. The group will analyze data obtained from the experiment and relate the results to theory discussed in lecture. Participation in the lab experiment 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 |
| Teamwork | Teamwork (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 of 60% of the students will receive 70% of the possible points for each core objective (CM, CT, EQ, TW).

1.4.5 Data Summary

36 students from 3 face-to-face sections of PHYS 1415, 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 - 61%
CT - 61%
EQR - 50%
TW - 56%

23 students from 1 distance learning (online) sections 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 - 52%
CT - 39%
EQR - 39%
TW - 0%

32 students from 1 distance learning (online) sections of PHYS 1415, were assessed for the spring semester. Percents of assessed students who were successful at reaching the benchmark 70% score, by Core Objective were:

COM - 31%
CT - 31%
EQR - 44%
TW - 53%

Those not available for assessment (probably an indication of the drop out rate) ranged from 33% for face-to-face students and 34% for distance learning students in the fall to 47% for distance learning students in the spring semester.

1.4.5.1 Analysis and Evaluation

The benchmark was not met for the face-to-face classes in communication, critical thinking, empirical and quantitative data, and teamwork 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

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 physical science 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 science faculty are currently constructing a common rubric to use for assessing the lab reports to ensure the data reported is equal. We have kept the benchmark at its current level as we have not met all of the benchmarks set for the 2018-2019 school year in the online classes. We plan to offer additional help in properly constructing the lab reports either during lab time as well as offer additional instruction during office hours.

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

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 physical science 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 science faculty are currently constructing a common rubric to use for assessing the lab reports to ensure the data reported is equal. We have kept the benchmark at its current level as we have not met all of the benchmarks set for the 2018-2019 school year in the online classes. We plan to offer additional help in properly constructing the lab reports either during lab time as well as offer additional instruction during office hours.

Program Name: PHYS.1417

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 Course

PHYS 1417

1.1 Division-Department

Science - Physical 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 |
|--|----------------------------|

Critical Thinking

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation 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 demonstrate the ability to follow written and oral instructions in setting up and using simple scientific apparatus.

1.4.2 Learning Activities

Students will be assigned a laboratory experiment to be performed in a group. The group will be required to utilize proper lab techniques to obtain the desired outcome. The group will analyze data obtained from the experiment and relate the results to theory discussed in lecture. Participation in the lab experiment 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 |
| Teamwork | Teamwork (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 of 60% of the students will receive 70% of the possible points for each core objective (CM, CT, EQ, TW).

1.4.5 Data Summary

35 students from 2 face-to-face sections of PHYS 1417, 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 - 83%
CT - 66%
EQR - 83%
TW - 83%

11 students from 1 distance learning (online) sections of PHYS 1417, were assessed for the spring semester. Percents of assessed students who were successful at reaching the benchmark 70% score, by Core Objective were:

COM - 27%
CT - 0%
EQR - 45%
TW - 45%

Those not available for assessment (probably an indication of the drop out rate) ranged from 14% for face-to-face students and 55% for distance learning students in the spring semester.

1.4.5.1 Analysis and Evaluation

The benchmark was met for the face-to-face classes in communication, empirical and quantitative data, and teamwork in the spring semester.

The distance learning classes did not meet the benchmarks for the core objectives in the spring 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

The physical science 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 science faculty are currently constructing a common rubric to use for assessing the lab reports to ensure the data reported is equal. We have kept the benchmark at its current level as we have not met all of the benchmarks set for the 2018-2019 school year in the online classes. We plan to offer additional help in properly constructing the lab reports either during lab time as well as offer additional instruction during office hours.

1.4.5.4 Distance Learning: Analysis and Evaluation

The distance learning classes did not meet the benchmarks for the core objectives in the spring 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

The physical science 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 science faculty are currently constructing a common rubric to use for assessing the lab reports to ensure the data reported is equal. We have kept the benchmark at its current level as we have not met all of the benchmarks set for the 2018-2019 school year in the online classes. We plan to offer additional help in properly constructing the lab reports either during lab time as well as offer additional instruction during office hours.

Program Name: POFI.2301

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 Course POFI 2301

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

POFI 2301 was not offered as a face-to-face lecture class in the Fall 2018 semester.

In the Spring 2019 POFI 2301 embedded dual credit lecture class, 22 students completed the business letter with an embedded table assignment. 20 students completed the assignment with a score of 70% or higher. Two students completed the assignment with less than 70%. The class objective was met because 91% of the students completed the assignment with a score of 70% 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 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 2018 online course 16 out of 20 students completed the business letter with an embedded table assignment. 15 students completed the assignment with a score of 70% or better, one student completed the assignment with a score of less than 70%, and 3 students did not attempt the assignment. The class objective was met because 80% of the students completed the assignment with at least 70% mastery.

In the POFI 2301 Spring 2018 online class 10 out of 11 students completed the business letter with an embedded table assignment. 9 students completed the assignment with 90% mastery or higher, and 1 student did not attempt the assignment. The class objective was met because 90% 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: #6 Sep 1, 2018 to Aug 31, 2019

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)

Student Engagement

General Outcomes Links

| | |
|--|----------------------------|
| General Education (Use 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 |
|---------------------|---|

| | |
|---|-----------------------|
| Strategic Plan (Use for Administrative Outcomes) | 1 Enhance the Student |
|---|-----------------------|

| | |
|------------------------|--------------------|
| 1.1 Student Engagement | Student Engagement |
|------------------------|--------------------|

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)

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

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 |

1.4.4 Measure of Success

60 percent of the evaluated students will demonstrate an ability of 70% mastery of the objective.

1.4.5 Data Summary

There were no face to face courses offered in this program this program is a distance education program with all courses offered on line.

1.4.5.1 Analysis and Evaluation

23% of the students did not achieve success

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 course is a distance ed class

1.4.5.4 Distance Learning: Analysis and Evaluation

Seventy Seven (77%) of the students evaluated ACHIEVED SUCCESS on the stated objective. All students evaluated achieved greater than the 60% minimum level to achieve success. .

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 NECESSARY

Program Name: POFM.1327

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 Course

POFM 1327, Medical Insurance

1.1 Division-Department

1.1 Division-Department Locked

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)

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

General Outcomes Links

| | |
|--|----------------------------|
| General Education (Use 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)

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

General Outcomes Links

| | |
|--|----------------------------------|
| General Education (Use 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

Distance ed class

1.4.5.1 Analysis and Evaluation

There were no face to face courses offered in this program this program is a distance education program with all courses offered on line.

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 changes are anticipated, There were no face to face courses offered in this program this program is a distance education program with all courses offered on line.

1.4.5.4 Distance Learning: Analysis and Evaluation

Eighty Seven per cent (87%) of the students evaluated successfully achieved the objective, Sixty per cent was the standard by which it was measured.

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 necessary

Program Name: POFT.1301

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 Course

POFT 1301

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

75% of the evaluated students will demonstrate an ability of 75% mastery of the objective.

1.4.5 Data Summary

Using an internal memo format, students will edit and rewrite a poorly written message that suffers from wordiness, indirectness, and confusing instructions.

1.4.5.1 Analysis and Evaluation

In the Fall 2018 POFT 1301 lecture class 15 of 18 total students completed the business memo editing and rewriting assignment. 15 students that were evaluated completed the assignment with a score of 75% or higher. 3 students did not attempt the assignment. The objective was met because 83% of the students that were evaluated completed the assignment with a score of 75% or higher.

In the Spring 2019 POFT 1301 lectures class 8 out of 11 students completed the business memo editing and rewriting assignment. 8 students completed the assignment with a score of 75% or higher. 3 students did not attempt the assignment. The objective was not met because 73% of the students completed the assignment with a score of 75% or higher.

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 objective was not met in both classes, I will work to alter the level of engagement in class. I think this is a quality assignment, and I will give students additional class time to work on the assignment and I will encourage students to visit the CSC to have their assignment proofread.

1.4.5.4 Distance Learning: Analysis and Evaluation

In the POFT 1301 Fall 2017 online class 20 students completed the business memo editing and rewriting assignment. 19 students completed the assignment with a score of 75% or higher. 1 student completed the assignment with less than 75%, and 9 students did not attempt the assignment. The class objective was met because 95% of the evaluated students completed the assignment with a score of 75% or higher.

In the POFT 1301 Spring 2018 online class 14 completed the business memo editing and rewriting assignment. 14 students completed the assignment with a score of 75% or higher. 5 students did not attempt the assignment. Therefore, the class objective was met because 100% of the evaluated students completed the assignment with a score of 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

Since the objective was met in both classes, I will redefine the benchmark. 75% of the evaluated students will demonstrate an ability of 80% mastery of the objective. I think this is a quality assignment.

Program Name: POFT.2312

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 Course

POFT 2312

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)

Plan Links

2015-2020 Strategic Plan

Office Technology

Office Technology

General Outcomes Links

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

| | |
|----------------------|---|
| Critical Thinking | Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation 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 | 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 |
| Career Entry Skills | Career Entry Skills (CE): Students will 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

In the POFT 2312 Fall 2018 lecture class 10 of the 11 students completed the assignment with a score of 80% or higher, 1 students completed the assignment with a score below 80%. Therefore, the class objective was met because 91% of the students completed the assignment with a score of 80% or higher.

In the POFT 2312 Spring 2018 lecture class 2 out of 4 students completed the presentation assignment with a score of 80% or higher. 2 students did not complete the assignment. Therefore, the class objective was not met because only 50% 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

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

1.4.5.3 Description of Changes

One class did not meet the requirements, but the assignment should not be changed. The students gain practice on communication skills, critical thinking skills, and creating a comprehensive presentation. Additional time will be given to complete the assignment and students will be encouraged to visit the CSC for help in completing the presentation.

1.4.5.4 Distance Learning: Analysis and Evaluation

In the POFT 2312 Fall 2018 online course 13 of 17 students completed the presentation assignment. 12 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 71% 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 2019 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: #6 Sep 1, 2018 to Aug 31, 2019

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 |
|-----------------------------------|---|
| Critical Thinking | Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation 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

70% of students assessed will score 24 out of 30 on the department approved rubric for communication and critical thinking and 70% of the students assessed will score 7 out of a possible of 10 on empirical/quantitative and 8 out of 10 on social responsibility on the department approved rubric.

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 PSYC 2301 were successful in their learning and application of communication, critical thinking, empirical/quantitative, and social responsibility in the face to face setting
 Communication 85% of students met or exceeded 24 on the rubric
 Critical Thinking 74% of students met or exceeded 24 on the rubric
 Empirical/Quantitative 80% of students met or exceeded 7 on the rubric
 Social Responsibility 72% 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 in the online setting.
 Communication 73% of students met or exceeded 24 on the rubric
 Critical thinking 61% of students met or exceeded 24 on the rubric
 Empirical/quantitative 61% of students met or exceeded 7 on the rubric
 Social responsibility 87% 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

70% of students assessed will score 24 out of 30 on the communication and critical thinking rubric approved by the department and 70% of the students assessed will score 7 of a possible 10 on empirical/quantitative and 8 of a possible 10 on social responsibility rubric as approved by the department.

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 89% of students scored at least 3 out of 5 points on the communication rubric

Critical Thinking 92% of students scored at least 3 out of 5 points on the critical thinking rubric
Empirical/quantitative 94% of students scored at least 3 out of 5 points on the empirical/quantitative rubric
Social Responsibility 72% 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 73% of students scored at least 3 out of the possible 5 points on the communication rubric

Critical Thinking 61% of students scored at least 3 out of the possible 5 points on the critical thinking rubric

Empirical/quantitative 61% of students scored at least 3 out of the possible 5 points on the empirical/quantitative rubric

Social responsibility 87% 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 rubric and make revisions as determined by the department.

Program Name: PSYC.2314

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

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 |
| Empirical 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

70% of the students assessed will score at least 25 points on communication and critical thinking,, and at least 7 points on empirical/quantitative, and social responsibility, based upon the approved department rubric.

1.4.5 Data Summary

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

Communication 89% of students scored at least 24 out of 30 points on the communication rubric

Critical thinking 92% of students scored at least 24 out of 30 points on the critical thinking rubric

Empirical/quantitative 94% of students scored at least 7 out 10 points on the empirical/quantitative rubric

Social responsibility 72% 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 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 PSYC 2314 online were successful in their learning and application of communication, critical thinking, empirical/quantitative, and social responsibility.

Communication 85% of students scored at least 24 out of 30 on the communication rubric

Critical thinking 87% of students scored at least 24 out of 30 on the critical thinking rubric

Empirical/quantitative 65% of students scored at least 7 out of 10 on the empirical/quantitative rubric

Social responsibility 88% of students scored at least 8out 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 |
|--|----------------------------------|

| | |
|-----------------------------------|---|
| Critical Thinking | Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation 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

70% of the students will score at least 24 points on communication and critical thinking and score at least 7 points on empirical/quantitative and social responsibility on the approved department rubric

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: #6 Sep 1, 2018 to Aug 31, 2019

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

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

1.4.4 Measure of Success

70% of students will at least 24 on the department approved rubric for communications, critical thinking and empirical and quantitative skills and at least 7 on the department approved rubric for social responsibility.

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 81% of students scored at least 24 out of 30 on the communication rubric

Critical Thinking 85% of students scored at least 24 out of 30 on the critical thinking rubric

Empirical/quantitative 85% of students scored at least 24 out of 30 on the empirical quantitative rubric

Social responsibility 85% 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 86% of students scored at least 24 out of 30 on the communication rubric

Critical Thinking 86% of students scored at least 24 out of 30 on the critical thinking rubric

Empirical/quantitative 86% of students scored at least 24 out of 30 on the empirical quantitative rubric

Social responsibility 86% 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 |
|--|----------------------------|

| | |
|-----------------------------------|---|
| 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 |
| Social 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 who take the assessment will score at least 24 points on the department approved rubric for communication, empirical and quantitative skills, and critical thinking; and at least 7 points on the department approved rubric for social responsibility.

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: #6 Sep 1, 2018 to Aug 31, 2019

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

70% of students assessed will score at least 24 points on the communication, critical thinking, and empirical/quantitative rubric as approved by the department and at least 7 points on the social responsibility rubric as approved by the department.

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

SOC 1306 face to face was not offered in the year, it was only offered on line therefore no data or results were obtained.

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 no results face to face, will review results of online with rubric to determine if changes 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 88% of students scored at least 24 out of 30 on the communication rubric
 Critical Thinking 88% of students scored at least 24 out of 30 on the critical thinking rubric
 Empirical/quantitative 88% of students scored at least 24 out of 30 on the empirical quantitative rubric
 Social responsibility 88% 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: #6 Sep 1, 2018 to Aug 31, 2019

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)

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 |

1.4.4 Measure of Success

70% of the students taking the assessment will score at least 24 points on communication, critical thinking, and empirical and quantitative skills, based upon the department approved rubric and at least 7 points on the department approved rubric for social responsibility.

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 was not offered face to face only on line. Therefore there are no results.

1.4.5.2 Changes as a Result of Analysis and Evaluation

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

1.4.5.3 Description of Changes

The department will review the results of the on line class 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 80% of students scored at least 24 out of 30 on the communication rubric

Critical Thinking 80% of students scored at least 24 out of 30 on the critical thinking rubric

Empirical/quantitative 80% of students scored at least 24 out of 30 on the empirical quantitative rubric

Social responsibility 80% 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: #6 Sep 1, 2018 to Aug 31, 2019

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 complete (suggested learning activity) and demonstrate at least 70% mastery in (core objectives)

We met the benchmark with a mastery of 91%.

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: #6 Sep 1, 2018 to Aug 31, 2019

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 94% 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 increasing the passing percentage to 85%.

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: #6 Sep 1, 2018 to Aug 31, 2019

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 84% 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 as well as increase our passing % to 75%.

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: #6 Sep 1, 2018 to Aug 31, 2019

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 with 83% of students being successful.

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: #6 Sep 1, 2018 to Aug 31, 2019

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

Teamwork

Teamwork (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

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

| | |
|----------------------|--|
| Critical Thinking | inquiry, and analysis, evaluation and synthesis of information |
| Communication Skills | Communication Skills (CM): To include effective development, interpretation and expression of ideas through written, oral and visual communication |

1.4.4 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 - $92/118=78\%$

Students who scored at least 70% of the available points for this component

COMM - $126/138=91\%$

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 - $169/237=71\%$

Students who scored at least 70% of the available points for this component

COMM - $208/280=74\%$

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 - $54/71=76\%$

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 - $125/137=91\%$

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 - 57/59=97%

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 - 53/68 = 78%

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: #6 Sep 1, 2018 to Aug 31, 2019

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

Teamwork

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

Personal Responsibility

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

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

Demonstrate written and oral competencies as it relates to employment (including job searches, interviews, interpersonal interaction, conflict management, leadership and performance appraisals.)

1.4.2 Learning Activities

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: 49/60=82% Number of students who scored at least 70% of the available points for this component

COMM: 49/60=82% Number of students who scored at least 70% of the available points for this component

PR: 16/24=67% 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: 34/38=89% Number of students who scored at least 70% of the available points for this component

COMM: 34/38=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: 47/48= 98% 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: #6 Sep 1, 2018 to Aug 31, 2019

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

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

88% of students demonstrated mastery of learning outcomes for the course.

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 would like to find a method to encourage online discussion to be more active. Currently, students are required to give feedback to two students, with responses being challenging or provoke questioning - not just "I agree with you." Most students are only meeting minimal requirements or less and thus, not getting full credit for the discussion. Extra credit may be given to those who respond to more than two people in the future if responses fit the criteria.

Program Name: TECA.1318

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

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

Overall, 95% of all students in the course passed the course, indicating mastery of the objectives.

1.4.5.1 Analysis and Evaluation

86% of students demonstrated mastery of learning outcomes through online discussion assignments, lab assignments, and exams.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.4.5.3 Description of Changes

Instructor will consider adjusting labs assignments to include classroom observations and/or interviews with child care center administrators.

1.4.5.4 Distance Learning: Analysis and Evaluation

86% of students demonstrated mastery of learning outcomes through online discussion assignments, lab assignments, and exams.

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

Instructor will consider adjusting labs assignments to include classroom observations and/or interviews with child care center administrators.

Program Name: TECA.1354

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

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

Overall, 90.4% of students in this course passed with 70% or higher mastery of course objectives.

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

90% of students demonstrated mastery of the learning outcomes through discussion assignment and exams.

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

To obtain the degree of student understanding of learning outcomes, the instructor will increase the number of discussion assignments, as well as the level of rigor for these assignments, and have students provide challenging and/or provoking feedback to one another for discussion topics.

TDCJ Vocational

Program Name: ABDR.1441

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 Course ABDR.1441, Structural Analysis & Damage Repair 1

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

Career Entry Skills

Career Entry Skills (CE): Students will 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 have the skill to use a stud gun to remove dents from a damaged vehicle.

1.4.2 Learning Activities

Students will have a classroom lecture and a video by manufacturer of stud gun.

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 be able to use the stud gun without instructor supervision.

1.4.5 Data Summary

1.4.5.1 Analysis and Evaluation

Hard for students to repair large dents , will have them first start on smaller damage to master stud gun

and pulling equipment.

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

Start repairs on smaller damaged areas instead of large in ordered for students to master equipment and skills.

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: #6 Sep 1, 2018 to Aug 31, 2019

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

Career Entry Skills Career Entry Skills (CE): Students will 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 apply metal glaze finishing putty over repaired area before priming.

1.4.2 Learning Activities

Students will have a classroom lecture, video , instruction pamphlet by manufacturer.

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 be able to perform the task without instructor supervision.

1.4.5 Data Summary

Start repairs on smaller damage first to help student to better understand.

1.4.5.1 Analysis and Evaluation

Start repairs on smaller damage first to help student to better understand.

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

Smaller damage areas to help develop quicker skills in repairing.

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: #6 Sep 1, 2018 to Aug 31, 2019

1 Course ABDR.2441, Major Collision Repair & Panel Replacement

The student will have the skill to apply panel bond on replacement panels.

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

Career Entry Skills Career Entry Skills (CE): Students will 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

How to use 3M 8115 panel bond for panel replacement instead of welding on panels.

1.4.2 Learning Activities

Students will have a classroom lecture and video from 3M. The instructor will give hands on 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

85% of students will be able to finish task without instructor.

1.4.5 Data Summary

1.4.5.1 Analysis and Evaluation

Students enjoy using panel bond to repair with, no changes needed at this time.

1.4.5.2 Changes as a Result of Analysis and Evaluation

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

1.4.5.3 Description of Changes

None at this time.

1.4.5.4 Distance Learning: Analysis and Evaluation

Not applicable

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

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

1.4.5.6 Distance Learning: Description of Changes

Not applicable

Program Name: Certificate Non-Credit - Automotive Technology (TDCJ)
Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

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)

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)

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 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

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

1.4.5.3 Description of Changes

The instructor will encourage more classroom discussion and cultivate an out of the box thinking environment.

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

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)

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)

2.4.4 Measure of Success

80% of students will receive a minimum score of 70 on the test.

2.4.5 Data Summary

90% of the students achieved a score of 80 or above on the test

2.4.5.1 Analysis and Evaluation

Students were tested after class lectures and hands on lab. Students were evaluated based on written test results.

2.4.5.2 Changes as a Result of Analysis and Evaluation

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

2.4.5.3 Description of Changes

The instructor will encourage more classroom discussion and cultivate an out of the box thinking environment.

2.4.5.4 Distance Learning: Analysis and Evaluation

Not applicable

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

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

2.4.5.6 Distance Learning: Description of Changes

Not applicable

Program Name: Certificate Non-Credit - Business Computer (TDCJ)
Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

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: 78% 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. As well as how the internet works.

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

80% 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. With the use of computer applications and instructions on how to use a computer the results appear to be as expected.

1.4.5.1 Analysis and Evaluation A greater demand for classes

We are experiencing a popularity growth as the past students inform other students in the population of the new books that were added to educate the population with current technology.

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

We have changed the way that students will be engaged in the learning environment.

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 N/A

Not applicable

2 Course

ITSE 1009, Integrated Software Applications I Microsoft Office Word 2010

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: 78% 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. With creation of said database within the MS word program.

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

75% 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 any computer experience since they have been removed from the free world. We are experiencing a popularity growth as the past students inform other students in the population of how the use of MS Word has increased their ability to be productive. Also the students have been informed that their productivity in the free world will be greatly enhanced by the use of computers and this software.

2.4.5.1 Analysis and Evaluation

With the use of computer applications and instructions on how to use a computer the results appear to be as expected. We are steadily moving forward in our endeavors to educate the population.

2.4.5.2 Changes as a Result of Analysis and Evaluation

Redefine benchmark level (increase, if benchmark is met)

2.4.5.3 Description of Changes

Redefine the way that the clerks are able to assist students as well as allowing prior students to assist in the education process. It is presumed that by allowing prior students to assist the new students it reinforces the learning of all students involved in the Microsoft Office applications.

2.4.5.4 Distance Learning: Analysis and Evaluation

Not applicable

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

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

2.4.5.6 Distance Learning: Description of Changes

Not applicable

3 Course

ITSC 2021, Integrated Software Applications II which is Microsoft Office Excel 2010

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: 78% 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 using Microsoft Excel. the students have been informed that this program offers a great use in business as well as in their personal finances. Also the students have been informed that their productivity in the free world will be greatly enhanced by the use of computers and this 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, as well as financial equations. Thus making it very beneficial to invest their time in learning Excel.

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

3.4.5.6 Distance Learning: Description of Changes

Not applicable

4 Course

ITSC 2031, Integrated Software Applications III Microsoft Office PowerPoint 2010

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: 78% 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

78% of the evaluated students will demonstrate an ability of 70% mastery of the objective.

4.4.5 Data Summary

Introduce the population to the Presentation software as well as inform them of the uses of PowerPoint in multiple types of businesses. They are also informed that the use of this software can assist them in providing information to future clients in the workforce.

4.4.5.1 Analysis and Evaluation

The students found that by using PowerPoint they could be creative and that this would be very useful in their personal business. The apparent goal has been obtained.

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

Redefine the way that the clerks are able to assist students as well as allowing prior students to assist in the education process. It is presumed that by allowing prior students to assist the new students it reinforces the learning of all students involved in the Microsoft Office applications.

4.4.5.4 Distance Learning: Analysis and Evaluation

Not applicable

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

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

4.4.5.6 Distance Learning: Description of Changes

Not applicable

5 Course

ITSE 1011, Web Page Programming which is HTML programming including CSS3.

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 / personal 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

75% 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 / personal, by using HTML code accurately, 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 | Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation 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

To engage students in an educational environment and present them with examples of how they can enhance a web site them selves.

5.4.5.1 Analysis and Evaluation

By introducing into the population the programming of 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. The entire class was introduced into HTML5 and CSS3 which allowed them to create their web sites.

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. As well as bringing the mainstream of their information, as closely as possible, to them via the intranet.

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

ARTC1017 DESIGN COMMUNICATIONS I which includes the use of Blender 2.78 design software

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

This has brought about a greater demand for classes by incorporating the use of Blender, a graphical design software, which allows them to create solid modeling, add texturing, and animation to a variety of their designs. The instruction is completed by using text books as well as online video tutorials.

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. The desired result appears to be met and future goals will be evaluated.

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. We have added numerous tutorials that will engage the students as well as adding challenging choices to the selections.

There have been multiple request to continue the class as an intermediate and advance which could lead to an AAS in Graphic design. This course using Blender has definitely changed student engagement.

6.4.5.4 Distance Learning: Analysis and Evaluation

Not applicable

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

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

6.4.5.6 Distance Learning: Description of Changes

Not applicable

Program Name: Certificate Non-Credit - Construction/Carpentry (TDCJ)
Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

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 CORRECTLY READ A BLUEPRINT, TO BE ABLE TO SET FORMS ON A BUILDING SITE.

1.4 Measured Outcome

1.4.1 Student Learning Outcomes OUTCOMES

85% OF COMPLETERS WILL BE ABLE TO READ A BLUPRINT TO DETERMINE THE PLACEMENT OF FORMS FOR BUILDING FOUNDATIONS.

1.4.2 Learning Activities ACTIVITES

THROUGH LECTURE, DEMONSTRATION AND DISCUSSION THE ACCURATE READING OF A FOUNDATION BLUEPRINT WILL BE LEARNED BY THE STUDENTS.

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

1.4.4 Measure of Success SUCCESS

85% OF THE STUDENTS WILL SCORE 85% OR BETTER ON THE DEMONSTRATION TEST FOR THE ACCURATE READING OF A FOUNDATION BLUEPRINT. THEY WILL ALSO DEMONSTRATE THIS KNOWLEDGE BY ERECTING BATTER BOARDS AND BUILDING LOCATION LINES ON THE CORRECT BUILDING SITE.

1.4.5 Data Summary

The students learned to work with others in a group dynamic to accomplish the setting of batter boards.

1.4.5.1 Analysis and Evaluation

More than 85% of the students passed the written and demonstration portion of the reading a blueprint lesson.they also learned to work in a group dynamic.

1.4.5.2 Changes as a Result of Analysis and Evaluation

Alternative assignment/activity

1.4.5.3 Description of Changes

In an effort to alter this lesson the students will learn to square building lines on very large structures by setting lines perpendicular to each other.

1.4.5.4 Distance Learning: Analysis and Evaluation

Not applicable

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

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

1.4.5.6 Distance Learning: Description of Changes

Not applicable

Program Name: Certificate Non-Credit - Mason/Masonry Education (TDCJ)
Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 Course CV 002, Masonry/Bricklaying
CV 002, Masonry/Bricklaying

1.1 Division-Department CV 002, Masonry/Bricklaying
CV 002, Masonry/Bricklaying

1.2 Course Type TDCJ/Masonry

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

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)

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 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 |

1.5.4 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

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

1.5.5.6 Distance Learning: Description of Changes

Program Name: CETT.1341

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

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. Readings will be taken with a DMM (Digital Multimeter Technology) and Multisim computer 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

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

| | |
|---------------------|---|
| Quantitative Skills | conclusions |
| Technology | Technology (TECH): Students will be able to utilize computer based technology in accessing information, solving problems and communicating |
| Career Entry Skills | Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation |

1.4.4 Measure of Success

70% of the evaluated students will demonstrate an ability of 70% mastery of the objective.

1.4.5 Data Summary

1.4.5.1 Analysis and Evaluation

The students were able to perform an analysis of various solid state diode power-supply circuits and utilize the proper test instruments to perform hands on testing to verify the calculations are correct, reading and understanding the schematics given. Define formulas related to various power-supply circuits and their performance. Build various power supply circuits, reading and understanding schematics, mathematical analysis and hands on measurements to verify calculations and readings. At least 70% of the evaluated students were able to demonstrate an ability of 70% mastery of the objective.

1.4.5.2 Changes as a Result of Analysis and Evaluation

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

1.4.5.3 Description of Changes

No changes are necessary at this time.

1.4.5.4 Distance Learning: Analysis and Evaluation

Not applicable

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

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

1.4.5.6 Distance Learning: Description of Changes

Not applicable

1.5 Measured Outcome

1.5.1 Student Learning Outcomes

The student will be able to perform an analysis of small-signal transistor amplifier circuits and utilize the proper test instruments to perform hands on testing to verify the calculations are correct, reading and understanding the schematics given.

1.5.2 Learning Activities

Define formulas related to various small-signal transistor amplifiers and their performance. Build various transistor amplifier circuits, reading and understanding schematics, mathematical analysis and hands on measurements to verify calculations and readings. Measurements will be taken with the DMM(Digital Multimeter Technology) and Multisim software.

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. Measurements will be taken with the DMM(Digital Multimeter Technology) and the Multisim software.

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: #6 Sep 1, 2018 to Aug 31, 2019

1 Course CETT 1409, DC-AC Circuit

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. Measurements will be taken with DMM(Digital Multimeter Technology) and Multisim 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

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

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. Measurements will be taken with the DMM(Digital Multimeter Technology) and the Multisim software.

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. Measurements will be taken with the DMM(Digital Multimeter Technology) and the Multisim Software.

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: #6 Sep 1, 2018 to Aug 31, 2019

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 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

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

1.5.1 Student Learning Outcomes

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.

1.5.2 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. Measurements will be taken with the DMM (Digital Multimeter Technology) and the Multisim software.

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. Measurements will be taken using the DMM(Digital Multimeter Technology) and the Multisim Software.

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

Program Name: DFTG.1309 (TDCJ)

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 Course

DFTG 1309, 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 |
|--|----------------------------------|

| | |
|----------------------|--|
| 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 types, line weights, line colors, and other applicable ANSI Standards.

1.4.2 Learning Activities

An end of course CAD drawing project will be produced. This project will be evaluated for proper views, line quality, line types, line colors, and dimensions. This CAD project demonstrates using technology in communicating the correct size, shape, appearance, and material of an object to be manufactured.

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 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 manufactured.

1.4.5 Data Summary

1.4.5.1 Analysis and Evaluation

The students performed their tasks successfully.

1.4.5.2 Changes as a Result of Analysis and Evaluation

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

1.4.5.3 Description of Changes

Changes due to WECM course changes.
Updated course software and textbooks.

1.4.5.4 Distance Learning: Analysis and Evaluation

Not applicable N/A

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

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

1.4.5.6 Distance Learning: Description of Changes

Not applicable

Program Name: DFTG.1317 (TDCJ)

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 Course

DFTG - 1417

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

Utilizing Computer Aided Drafting (CAD) software, the student will construct a complete set of working drawings for a residential structure. the plan set will include four elevation views, floor plan, foundation plan, roof plan, framing plan, electrical plan, furniture plan, and presentation plan.

1.4.2 Learning Activities

Through instructor led demonstrations, project examples, design guidelines, and residential codes, the student will demonstrate the ability to create proper working drawings for a residential structure. They will demonstrate proper use of design criteria and proper use of residential building codes. The plans will be evaluated for proper adherence to codes, proper dimensioning, proper annotation, and proper arrangement of drawing sheets in the set.

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

60% of the students evaluated will complete the required drawings in the residential plan set and demonstrate a 75% mastery of the skills and knowledge base of the codes required to create the plan set.

1.4.5 Data Summary

1.4.5.1 Analysis and Evaluation

The students performed their tasks successfully.

1.4.5.2 Changes as a Result of Analysis and Evaluation

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

1.4.5.3 Description of Changes

Curriculum changes due to WECM course changes.
Updated text books and software.

1.4.5.4 Distance Learning: Analysis and Evaluation

Not applicable

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

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

1.4.5.6 Distance Learning: Description of Changes

Not applicable

Program Name: DFTG.1457 (TDCJ)

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 Course

DFTG 1457

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

Utilizing Computer Aided Design (CAD) software, students will construct 2D and 3D models, assemblies, and drawings. They will exhibit proper dimensioning and design techniques. They will use the learned techniques to independently design, evaluate, and create functioning parts.

1.4.2 Learning Activities

The student will use guided tutorials and instructor led demonstrations to design and construct 3D computer aided drafting models. The models will be evaluated for proper dimensioning, completion, and accuracy. independent assignments to demonstrate innovative synthesis of design techniques, 3D model creation, and part prototyping.

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 |
| 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 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

The students performed their tasks successfully.

1.4.5.2 Changes as a Result of Analysis and Evaluation

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

1.4.5.3 Description of Changes

Changes in curriculum due to WECM course changes.
Updated software and textbooks.

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: #6 Sep 1, 2018 to Aug 31, 2019

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

Response = Raise the projected completion level.

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

Program Name: ELPT.1225

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

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

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

Program Name: ELPT.1291

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

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

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

Program Name: ELPT.1405

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

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

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

Program Name: ELPT.1411

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

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

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

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

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

| | |
|---------------------|---|
| Quantitative Skills | analysis of numerical data or observable facts resulting in informed conclusions |
| Career Entry Skills | Career Entry Skills (CE): Students will be able to demonstrate academic skills and workforce skills, knowledge, and abilities necessary to attain entry-level employment in a target occupation |

1.5.4 Measure of Success

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

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: ELPT.1429

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

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

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

Program Name: ELPT.1445

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

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

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

Program Name: ELPT.2239

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

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

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

Program Name: GAME.1303 (TDCJ)
Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

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

1.4.1 Student Learning Outcomes

The students will demonstrate an understanding of computer game program development and how it is used in the computer gaming industry.

1.4.2 Learning Activities

Instructor created exams will be used to evaluate student comprehension of the computer systems and software. Performance on course assignments will be used to determine the students comprehension of the computer game programming development.

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

General Outcomes Links

Program Learning Program Learning Outcome

Transfer

Transfer and/or TVCC AA graduate

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.

1.4.5.2 Changes as a Result of Analysis and Evaluation

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

1.4.5.3 Description of Changes New Textbooks

We started the fiscal Year with all new textbooks and all new computer software. The new Software allows the students to get up to date on current software and processes of

programming.

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: #6 Sep 1, 2018 to Aug 31, 2019

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)

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: #6 Sep 1, 2018 to Aug 31, 2019

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)

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

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.

1.4.2 Learning Activities

Reading, discussion and teacher demonstration, also examples will be viewed and accessible.

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

1.4.4 Measure of Success

All students will be given a grading rubric. All students will score at least an 85% to attain mastery on the project.

1.4.5 Data Summary

1.4.5.1 Analysis and Evaluation

92% mastery of the desired outcome was achieved. The students attained the skills to produce the project with instructor guidance, collaborative and individual analysis, and tactile production.

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

Peer tutoring will be utilized in the future.

1.4.5.4 Distance Learning: Analysis and Evaluation

Not applicable

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

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

1.4.5.6 Distance Learning: Description of Changes

Not applicable

Program Name: HALT.2423

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

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)

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. Organic pest control will be discussed and practically applied by the student.

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)

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

92% of the students demonstrated a mastery of the defined learning objective. The method for evaluation will include tactile identification of the insect under a microscope, and an oral explanation of a plan of action to control the insect. Students must score 80% to achieve mastery.

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. The student will be required to analyze the best management practice for control of the pest.

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: #6 Sep 1, 2018 to Aug 31, 2019

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)

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)

1.4.4 Measure of Success

75% of the evaluated students will demonstrate an ability of 80% mastery of the subject

1.4.5 Data Summary

The students have learned how to properly use the tools, meters and there functions which will better enable them to perform daily work duties

1.4.5.1 Analysis and Evaluation

Learning the proper functions of meters and tools is important. This will help the students as they begin learning troubleshooting techniques in the future

1.4.5.2 Changes as a Result of Analysis and Evaluation

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

1.4.5.3 Description of Changes

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

Program Name: HART.1403 (TDCJ)

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

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)

1.4 Measured Outcome

Student will learn how to Identify different types of refrigerant control devices, pressure controls, electrical controls, interpreting wiring diagrams and troubleshooting methods.

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)

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

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

Program Name: HART.1407 (TDCJ)

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

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)

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)

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

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

Program Name: HART.1445 (TDCJ)

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

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)

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

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.

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

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

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

Program Name: ITSE.1291 (TDCJ)

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

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)

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

The students will demonstrate an understanding of a 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)

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 complete a program and class 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

We started the fiscal Year with all new textbooks and all new computer software.

The new Software allows the students to get up to date on current software and processes of programming.

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

Program Name: ITSE.1307 (TDCJ)

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

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)

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

The students will demonstrate an understanding of C++ computer program development and how it is used in the computer industry.

1.4.2 Learning Activities

Instructor created exams, Chapter questions, and projects from the textbook will be used to evaluate student comprehension of C++ program development. Performance on course assignments will be used to determine the students comprehension of computer program development.

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

70% of the evaluated students will demonstrate an ability of 70% mastery of the objective.

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.

All students were able to maintain a 70% or better average on course related material.

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

We started the fiscal Year with all new textbooks and all new computer software.

The new Software allows the students to get up to date on current software and processes of programming.

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: #6 Sep 1, 2018 to Aug 31, 2019

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)

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

The student will be able to disassemble a PC, Re-assemble that PC, and install an Operating System on that PC.

1.4.2 Learning Activities

Students will over the course of the class take one of several computers apart, put them back together, and load one of our Windows operating systems on that computer.

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

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

All students during cycle were able to complete the processes, 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

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: #6 Sep 1, 2018 to Aug 31, 2019

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)

1.4 Measured Outcome

1.4.1 Student Learning Outcomes

The students will demonstrate an understanding of Visual Basic computer program development and how it is used in the computer industry to develop Visual Applications.

1.4.2 Learning Activities

Instructor created exams, Chapter questions, and projects from the textbook will be used to evaluate student comprehension of the Visual Basic program development. Performance on course assignments will be used to determine the students comprehension of computer program development.

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

70% of the evaluated students will demonstrate an ability of 70% mastery of the objective.

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 and programs assigned.

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

We started the fiscal Year with all new textbooks and all new computer software.

The new Software allows the students to get up to date on current software and processes of programming.

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

Program Name: POFI.1204 (TDCJ)

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

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)

1.4 Measured Outcome

The students will demonstrate an understanding of the computer systems, computer hardware, basic computer procedures, used in businesses and other segments of today's society.

1.4.1 Student Learning Outcomes

Instructor created exams will be used to evaluate student comprehension of the computer systems and software. Performance on course assignments will also be used to determine the student's comprehension of the computer hardware, the computer system, and the computer's operations and procedures.

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 student's comprehension of the computer hardware, the computer system, and the computer's operations and procedures.

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

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.

We started the fiscal Year with all new textbooks and all new computer software.

The new Software allows the students to get up to date on current software and processes of programming.

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

Program Name: POFI.1301 (TDCJ)

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 Course

Intro Computer Science 1301

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

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)

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 have shown at least a 78% or better average.

1.4.5.1 Analysis and Evaluation

Students are able to use and have some understanding of the Microsoft Applications as an introductory class of MS 2010

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

Change the actual activity during the lecture that engages the student and requires them to complete the work as the lecture progresses in the Microsoft Applications as an introductory class of MS 2010

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: #6 Sep 1, 2018 to Aug 31, 2019

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 will 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, and control puddle to complete corner weld.

More advanced students will be used as mentors to assist the beginning 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

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

85% of students will perform mastery of this skill.

1.4.5 Data Summary

85% of our students were successful in passing inspection of selecting the correct size tip, setting the torch to neutral flame, and performing a corner weld without filler rod. Some students were mentors for students struggling with this task.

1.4.5.1 Analysis and Evaluation

85% of our students were able to pass inspection of selecting the correct size tip, setting the torch to neutral flame, and performing a corner weld without filler rod.

1.4.5.2 Changes as a Result of Analysis and Evaluation

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

1.4.5.3 Description of Changes

New educational videos will be added as a another resource used to show students how to setup torches, select torch tips, and perform welding.

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.1423 (TDCJ)

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 Course

WLDG 1423, Welding Safety, Tools, & Equip

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)

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.

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 will be incorporated.

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)

1.4.4 Measure of Success

80% of Students will perform mastery of this task

1.4.5 Data Summary

Students were successful (80%) in completing the vertical tee, butt, and multi pass welds using the GMAW process.

1.4.5.1 Analysis and Evaluation

The 80% mastery skill level was met by students performing butt, tee, and multi pass welds after inspection by the instructor.

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

Educational videos are being added as a resource that will show GMAW welding done in all positions. The videos will show students another perspective on how to perform the welds. Also, the videos will give the instructor a better way to show a visual representation of a weld to multiple students at one

time.

1.4.5.4 Distance Learning: Analysis and Evaluation

Not applicable

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

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

1.4.5.6 Distance Learning: Description of Changes

Not applicable

Program Name: WLDG.2413 (TDCJ)

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 Course

WLDG 2413, Intermediate Welding Using Multiple Proc.

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)

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)

85% of Students will perform mastery of this skill.

1.4.4 Measure of Success

85% of Students will perform mastery of this skill.

1.4.5 Data Summary

Students were successful (85%) in completing the V-butt groove weld with E-6010 and E-7018.

1.4.5.1 Analysis and Evaluation

85% of students were able to pass the root and face bend test performed on their 3/8" plate V-butt groove welded with E-6010 and E-7018.

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

Educational video will be added as a resource. The video will show how to bevel and prepare plates for a V-groove butt test, setup and grind the plates, set machine setting, electrode angles, and how to perform welding.

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

Administrative Support Services

Program Name: 7.1 Director of Strategic Planning, Effectiveness, & Accreditation
Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 Goal Mission Statement Review Process

Increase the awareness and review of the current TVCC Mission Statement.

1.1 Outcome Description

Continue to work with the new subcommittee to review current mission statement, make necessary revisions, or recommend a new mission statement for the 2019-2020 school year.

1.2 Implementation Strategy

Create a survey to send out to the campus community on recommendations for adopting a new mission statement.

1.3 Assessment Method

The survey results will serve as the recommendation to the Council on College Planning for adoption of a new mission statement.

1.4 Criterion (Expected Outcome)

Ensure the college is engaging in ongoing, integrated, and institution-wide planning and evaluation processes that incorporate a systematic review of institutional mission through campus-wide involvement in the adoption of a new mission statement.

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 Departmental or TVCC's Mission

This is directly related to the TVCC's Mission statement because everything we do in institutional effectiveness should be aimed at reaching or exceeding our 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)

2.6 Institutional Effectiveness

General Outcomes Links

Strategic Plan 2
(Use for Enhance
Administrative the
Outcomes) College

2.6.1

Ensure the college engages in ongoing, integrated, and institution-wide planning and evaluation processes that incorporate a systematic review of institutional mission, goals, and outcomes, resulting in continuous improvement in institutional quality and demonstrating the institution is effectively accomplishing its mission

2.6 Institutional Effectiveness

Institutional Effectiveness

1.7.1 Strategic Plan Relationship Narrative

This outcome is related to an ongoing, integrated, and institution-wide planning and evaluation processes that incorporates a systematic review of the institutional mission.

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)

The survey was created, sent out and by popular demand the current mission statement received the highest number of votes.

The Council on College Planning formerly voted to keep the current mission statement.

1.13 Changes as a Result of Evaluation

Every year the Council on College Planning will continue to review the mission statement as will the TVCC Board of Trustees for possible revisions. It will also be reviewed as part of the 2020-2025 strategic planning process.

Program Name: 7.3 Associate VP of Facilities Management
Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

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 Departmental or TVCC's 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

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 project was approved and begun but due to construction issues related to exterior wall failures, weather delays, certain areas of foundation issues, construction subcontractor coordination issues the estimated completion date is March 1, 2020. Additionally The scope of work grew to remodel and additional 10,000 square foot building on the site for the Terrell ISD Health Academy.

1.13 Changes as a Result of Evaluation

The construction contract process for the college will change in the future to include a fixed construction finish date for the contractor or face extra damage charges from the college.

Program Name: 7.3 Coordinator of Institutional Research
 Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 Goal

Improve the contents of Administrative Outcomes.

1.1 Outcome Description Scoring of Administrative Outcomes

Determine the effectiveness and percentage of improvement of Administrative Outcomes by scoring the 2017-18 and 2018-2019 plans and comparing the results to 2016-17 school year.

1.2 Implementation Strategy Strategy for Scoring Administrative Outcomes

- I. Select members and establish a committee to evaluate the Administrative Outcomes.
- II. Train committee members on methodology by presenting previously established rubric and criteria for scoring the Administrative Outcomes.
- III. Score the Administrative Outcomes based on established rubric/criteria.
- IV. Report on the scoring results
- V. Use feedback from committee members to improve scoring activities for next year.

1.3 Assessment Method Rubric and Criteria

All Administrative Outcomes being evaluated will be scored using the same previously established rubric and criteria.

1.4 Criterion (Expected Outcome) Administrative Outcome Effectiveness

Scoring results of the 2017-18 and 2018-19 Administrative Outcomes will be reviewed and improvement/effectiveness will be measured based on increases over those from 2016-17.

2016-17 Results:

| | | | | | |
|---------------------------------|------|-------|-------|-------|-------|
| Total Score Range | 0-10 | 11-20 | 21-30 | 31-35 | 36-40 |
| Count of Administrative Outcome | 3 | 9 | 44 | 23 | 27 |
| Outcome Description Score | 2 | 4 | 5 | 6 | 8 |
| Count of Administrative Outcome | 2 | 24 | 3 | 75 | 1 |
| Implementation Strategy Score | 1 | 2 | 3 | 4 | |
| Count of Administrative Outcome | 5 | 18 | 77 | 1 | |
| Assessment Method Score | 3 | 6 | 7 | 8 | 9 |
| Count of Administrative Outcome | 17 | 10 | 1 | 2 | 73 |
| Criterion Score | 1 | 2 | 3 | 4 | |
| Count of Administrative Outcome | 3 | 16 | 76 | 1 | |

1.5 Relationship to the Quality Enhancement Plan (QEP)

Not Related to the Quality Enhancement Plan (QEP)

1.5.1 Narrative of the relationship to the QEP

N/A

1.6 Relationship to Departmental or TVCC's Mission Data-Driven Decision Making

This initiative facilitates the scoring of Administrative Outcomes of various areas/programs in order to determine the effectiveness of 2017-18 outcomes compared to 2016-17 outcomes. The results will provide 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)

2.6 Institutional Effectiveness

General Outcomes Links

Strategic Plan 2
(Use for Enhance
Administrative the
Outcomes) College

2.6.1 Ensure the college engages in ongoing, integrated, and institution-wide planning and evaluation processes that incorporate a systematic review of institutional mission, goals, and outcomes, resulting in continuous improvement in institutional quality and demonstrating the institution is effectively accomplishing its mission

2.6 Institutional Effectiveness Institutional Effectiveness

1.7.1 Strategic Plan Relationship Narrative SACSCOC Compliance

This initiative will provide more information as a part of TVCC's planning and improvement process and supports TVCC remains in compliance for SACSCOC.

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)

2.6 Institutional Effectiveness

General Outcomes Links

Strategic Plan 2
(Use for Enhance
Administrative the
Outcomes) College

2.6.1 Ensure the college engages in ongoing, integrated, and institution-wide planning and evaluation processes that incorporate a systematic review of institutional mission, goals, and outcomes, resulting in continuous improvement in institutional quality and demonstrating the institution is effectively accomplishing its mission

2.6.2 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

1.8.1 Strategic Plan Relationship Narrative Strategy for Scoring Administrative Outcomes

This initiative will provide process improvement and better information as a part of TVCC's planning and evaluation processes and supports ensuring TVCC remains in compliance for SACSCOC.

1.9 Operational Budget Implications

N/A

1.10 Personnel Budget Implications Six Member Committee

The scoring committee will consist of six members selected from various areas/departments of the college and it will take approximately 20 man days to complete the scoring.

1.11 Equipment Budget Implications**1.12 Personal Notes****1.13 Results/Findings (Data Summary - Analysis & Evaluation)**

1.1 Improve the Contents of Administrative Outcomes (AOs)

There were no current/former scores for comparison due to an accelerated time frame for completing the scoring of Administrative Outcomes. The time frame was pushed up so that the AOs could be presented to the Council on College Planning. Therefore, improvement of the Administrative Outcomes is an ongoing process.

1.2 Implementation Strategy

I. Select members and establish a committee to evaluate the Administrative Outcomes.

Due to an accelerated time frame in which the scoring results were needed for the Council on College Planning meeting there was not adequate time to form a formal committee. Therefore, an ad-hoc committee was formed for scoring the Administrative Outcomes. However, a scoring committee has been established for the upcoming reporting cycle, the first meeting conducted, and a training session scheduled.

II. Train committee members on methodology by presenting previously established rubric and criteria for scoring the Administrative Outcomes.

The ad-hoc committee that was formed to score the outcomes was already very knowledgeable in the rubric, criteria, and methodology for scoring the Administrative Outcomes. Therefore, no formal training was needed/done.

III. Score the Administrative Outcomes based on established rubric/criteria.

Administrative Outcomes were scored by the ad-hoc committee and during the process it was determined that the rubric needed to be changed to more closely match the fields/numbering system used in Xitracs. Changes were made to the rubric and will continue to be made in the next cycle.

IV. Report on the scoring results

The results for this cycle showed little if any improvement. This will be addressed/remedied in the next reporting cycle.

V. Use feedback from committee members to improve scoring activities for next year.

The ad-hoc committee determined that the scoring rubric needed to be changed and more training/work sessions need to be conducted in order to improve the content and consistency of the Administrative Outcomes.

1.3 Assessment Method

The previously established scoring rubric was used to score the Administrative Outcomes.

1.4 Criterion (Expected Outcome)

The expectations were not met during this cycle and will be addressed and improved upon in the next cycle.

1.14 Changes as a Result of Evaluation

The results/expectations were not fully met for this cycle. However, some improvements and progress were made. A formal scoring committee has established for the next cycle, their first meeting has been held, and the first training session is scheduled for early July, 2019. The scoring rubric was also edited/improved upon and created in electronic format. These changes will aid in accomplishing these goals that have been copied into the next cycle.

2 Goal Improve Assessment Process

Design and implement an improved assessment process.

2.1 Outcome Description

The current assessment process of scoring student artifacts and then creating the report data is labor intensive and duplicates work done by the instructional divisions. The process needs to utilize the work done in the instructional divisions and streamline the process for capturing the data and creating the reports.

Meetings have been held with division chairs who have agreed that using their general education assessment scores would be suitable. The VPI has been informed of this decision. This outcome builds on these meetings in that it will further refine the process, document it, and implement it.

2.2 Implementation Strategy

1. Build a new schedule for program reviews that has a two-year cycle. Use current scoring data until new process is implemented.
2. Work with Holly C. and academic division chairs to define process to get assessment data to IR.
3. Work with workforce division chairs to determine which could follow the new process and which may still need artifact scoring.
4. TDCJ will be handled next year, 2019-2020.
5. Artifacts will still be collected. Fewer class sections can be selected.

2.3 Assessment Method

Assessment data will be collected annually. All courses that create data will be collected. All courses will provide data at least once during a two-year cycle as the current process dictates.

2.4 Criterion (Expected Outcome)

The expectation is that the time spent will be less than half the current time spent setting up for scoring and performing the scoring.

Currently IR staff spends eight man-days redacting the student artifacts for scoring each fall and spring. Another three days per semester is spent setting up the Xitracs environment, loading the artifacts, and making the assignments. This time does not include the collecting and storing of artifacts which will continue.

In spring 2018, five non-IR personnel spent a day scoring. IR personnel spent eight days scoring. This time will be drastically reduced if the scoring already being completed by the instructional divisions is used. All academic scoring is expected to be completed in the instructional units for 2018-2019.

2.5 Relationship to the Quality Enhancement Plan (QEP)

2.5.1 Narrative of the relationship to the QEP

N/A

2.6 Relationship to Departmental or TVCC's Mission

Collecting data, transforming into information, and reporting is a core component of the IR mission. This outcome supports and improves this activity.

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 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 |

2.7.1 Strategic Plan Relationship Narrative

This initiative fully supports the assessment cycle of collecting data and providing meaningful information that can be utilized for continuous improvement. Additionally, the results of this improved process will be input into future SACSCOC accreditation writeups.

2.8 Operational Budget Implications

No additional resources will be needed.

2.9 Personnel Budget Implications

No additional personnel will be needed.

2.10 Equipment Budget Implications

No additional equipment will be needed.

2.11 Personal Notes

2.12 Results/Findings (Data Summary - Analysis & Evaluation)

A process has been defined that will allow for artifact storage in Canvas and not require artifact collection for those classes. Additionally, the scoring data is handled by Canvas. The process will be that the director of distance education will supply the Canvas general education goal data to IR. IR will then massage the data and provide the division chairs with the scored results. This process has been tested for one instructor and will be rolled out to all classes with the assignments captured in Canvas.

2.13 Changes as a Result of Evaluation

The two-year program review cycle began this year. This year was used to build and test the process. Full implementation will be completed next year for classes with a Canvas shell that capture the LEAP assignments..

3 Goal Improve the documented processes for surveys provided by IR.

3.1 Outcome Description IR Documented Survey Processes

Cut down the amount of time spent on survey reports. Have a documented process anyone can follow. Update or include in processes who to send what survey reports to who.

3.2 Implementation Strategy Documenting IR Survey Processes

Start with the first folder in Remark and work my way down until complete. Use someone else in the office to follow the processes to make sure they're clear and understandable to others and not just to me.

3.3 Assessment Method IR Documented Survey Processes Spreadsheet

A spreadsheet will be created that will track all IR complete, incomplete, and updated survey processes so that it can be easily managed.

3.4 Criterion (Expected Outcome) IR Documented Survey Processes Spreadsheet

The expectation of creating documented survey processes and spreadsheet is to save time and also deliver timely reports. Another expectation is for anyone to be able to follow the documented processes in the event everyone in the IR office was unavailable.

The expectation of completion for this outcome is 50% by the end of Spring 2019.

3.5 Relationship to the Quality Enhancement Plan (QEP)

Not Related to the Quality Enhancement Plan (QEP)

3.5.1 Narrative of the relationship to the QEP

Not related to the QEP.

3.6 Relationship to Departmental or TVCC's 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)

2.6 Institutional Effectiveness

General Outcomes Links

Strategic Plan (Use for Administrative Outcomes)

2 Enhance the College

2.6 Institutional Effectiveness

Institutional Effectiveness

3.7.1 Strategic Plan Relationship Narrative

3.8 Operational Budget Implications

No additional resources will be needed.

3.9 Personnel Budget Implications

No additional personnel will be needed.

3.10 Equipment Budget Implications

No additional equipment will be needed.

3.11 Personal Notes

3.12 Results/Findings (Data Summary - Analysis & Evaluation) IR Documented Survey Processes Results/Findings

Survey Processes Summary:

| | |
|--|---------------------------|
| Overall Survey Process Outline | Complete |
| Non-Health Occupation Survey Processes | Incomplete - 50% Complete |
| Health Occupation Survey Processes | Incomplete - 25% Complete |

The overall survey process outline is complete. The outline includes:

- all active surveys
- distribution time (spring, summer, fall, quarterly, on request)
- multi-year report
- type (online, paper, both)
- website address
- start time
- end time
- email reports to
- IR webpage

The non-health occupation survey processes are incomplete however, 50% is complete.

The health occupation survey processes are incomplete however, 25% is complete.

We have reached our goal by improving the documented processes for surveys provided by IR. The documented processes and survey spreadsheet creation has saved time, delivery of timely reports, and allows anyone the ability to follow in the event everyone in the IR office is unavailable.

3.13 Changes as a Result of Evaluation IR Documented Survey Processes Changes

In the future, we will continue to complete and update the documented processes for surveys provided by IR.

Program Name: 7.3 Development Officer/Grant Coordinator
Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 Goal

to increase overall grant funding by 10%

1.1 Outcome Description

We will apply for 75% of the grants we are eligible for. We will research and apply to increase grant funding for all college programs including, but not limited to, nursing, student services, workforce, etc. We will put teams together to collaborate on grant applications and will correspond via meetings, email, and phone.

1.2 Implementation Strategy

We will share any grant funding information/opportunities among colleagues on campus via email. We will continue to research funding opportunities to determine eligibility, deadlines, and program requirements. We will meet with the appropriate staff to write the application and then submit finished application prior to deadlines. We will update any and all grant websites so that we continue to receive up to date grant funding opportunities. Several administrators and the grant writer receive the same updates so we will be ready to proceed with the grant process when grants are available.

1.3 Assessment Method

The grant writer will track grants researched, applied for, and awarded via EXCEL spreadsheet. Once a grant is applied for, a file is created and monitored until notice of award or denial. All documents are saved on a CD as well as in print in a designated folder which is maintained in the grant writer's office.

1.4 Criterion (Expected Outcome)

To receive at least 20-30% of the grants applied for.

1.5 Relationship to the Quality Enhancement Plan (QEP)

1.5.1 Narrative of the relationship to the QEP

N/A

1.6 Relationship to Departmental or TVCC's 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 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

1.7.1 Strategic Plan Relationship Narrative

Increase grant funding to support all programs on campus, which in turn supports all students, staff, and faculty.

1.8 Operational Budget Implications

No implications for the operational budget

1.9 Personnel Budget Implications

No implications for personnel budget

1.10 Equipment Budget Implications

No implications for equipment budget

1.11 Personal Notes

NA

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 the Vice President of institutional advancement and with the President regarding grant funding opportunities. We applied for 12 grants in 2018-2019 and were not eligible for 2 grants. We received 7 grants. We continue to support the missions of the college and the institutional advancement office

1.13 Changes as a Result of Evaluation

Our plan results were met for 2018-2019. We will continue to support the missions of the programs on campus and research and apply for grants.

Program Name: 7.3 Director of Accounting Services and Controller
Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 Goal

Facilitate communication with the college faculty and staff by updating accounting services policies and procedures.

1.1 Outcome Description

Update policies and procedures relating to travel, grant/financial aid accounting, and fiscal control.

1.2 Implementation Strategy

Accounting services staff will review existing policies and procedures. Then, recommend changes and suggestions to align not only with current process but also implementation of Colleague.

1.3 Assessment Method

Assessment will be based on the number of policies and procedures that are updated by end of August 2019.

1.4 Criterion (Expected Outcome)

The expected outcome is to have the policies and procedures updated and available online in the TVCC Employee Portal for reference.

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 Departmental or TVCC's 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)

2.1 Business Operations

1.7.1 Strategic Plan Relationship Narrative

This outcome relates to 2.1 Business Operations by allowing clear communication between faculty and staff to ensure process are followed and policies are in compliance that relate to accounting services.

1.8 Operational Budget Implications

Budget implications are expected to be \$0.

1.9 Personnel Budget Implications

Personnel budget implications will be \$0.

1.10 Equipment Budget Implications

Equipment budget implications will be \$0.

1.11 Personal Notes

1.12 Results/Findings (Data Summary - Analysis & Evaluation)

The project is 66% complete with both the travel and grant/financial aid policies and procedure updated and available on the TVCC website.

The travel policies and procedures were updated and are available on the TVCC Business Office webpage.

The grant/financial aid policies and procedures were completed with collaboration of the Associate Vice President Dr. Hilliard and the creation of the financial aid handbook.

The fiscal control policies and procedures were not updated due to the ERP implementation dates were extended for finance modules. This goal will continue into 2019-2020.

1.13 Changes as a Result of Evaluation

The accounting services department will continue to review and update policies and procedures as Colleague implementation continues into 2019-2020.

Program Name: 7.3 Director of Bookstore Services
Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 Goal

Implement a POS system in the Bookstores on all campuses that will integrate with the ERP to provide efficiencies in Bookstore operations and an improved experience for students in the stores and online.

1.1 Outcome Description

Evaluate various vendors who provide Bookstore POS systems and determine the best option for TVCC. This system will eventually integrate with the new ERP, but initially will provide benefits in textbook management, inventory control, eCommerce and efficiencies in Bookstore operations.

1.2 Implementation Strategy

Request proposals from vendors to evaluate their systems and how they would integrate with the new ERP and meet the needs of TVCC. Discuss with other Bookstores the systems they use and their satisfaction with the system. Meet with related departments within TVCC to determine the best option for our situation.

1.3 Assessment Method

Prepare a comparison cost analysis of 3 system providers to determine the most cost effective option. Study components of each system to determine which offers solutions to our needs in a timely manner.

1.4 Criterion (Expected Outcome)

A POS provider will be selected with implementation beginning in Fall, 2018. More course materials options will be available to students beginning in the Fall, with full implementation expected before 12/31/18.

1.5 Relationship to the Quality Enhancement Plan (QEP)

1.5.1 Narrative of the relationship to the QEP

1.6 Relationship to Departmental or TVCC's 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)

2.1 Business Operations

General Outcomes Links

| | |
|---|-----------------------|
| Strategic Plan (Use for Administrative Outcomes) | 1 Enhance the Student |
|---|-----------------------|

| | |
|-------|---|
| 1.1.9 | Increase overall student satisfaction with their experience at TVCC |
|-------|---|

| | |
|---|-----------------------|
| Strategic Plan (Use for Administrative Outcomes) | 2 Enhance the College |
|---|-----------------------|

| | |
|-------|---|
| 2.4.5 | Improve efficiency and productivity by selecting, adopting, and implementing an enterprise resource planning (ERP) system |
|-------|---|

1.7.1 Strategic Plan Relationship Narrative

1.8 Operational Budget Implications

There will be implementation costs of \$11,396 and annual support costs of \$11,504. Most of the hardware and software costs are discounted in return for a wholesale textbook partnership with the provider.

1.9 Personnel Budget Implications

N/A

1.10 Equipment Budget Implications

There will be \$420 in equipment costs for set up of credit card processors.

1.11 Personal Notes

1.12 Results/Findings (Data Summary - Analysis & Evaluation)

Proposals were requested and received from 3 vendors who offered systems that fit the needs of TVCC. The proposal from MBS was significantly lower in total cost than the other two based on their aggressive discounting plan for hardware/software in return for agreement to partner with MBS as TVCC's primary wholesale textbook partner. Based on discussions with other Bookstore's using MBS's system and with the specifics of their proposal, the decision was made that TVCC would partner with MBS as the provider of a POS system including terminals for all campuses, related software and eCommerce.

1.13 Changes as a Result of Evaluation

After signing agreements with all related parties, discussions began with our MBS systems consultant in September. System settings were established and training sessions began in October. Textbook adoptions and general merchandise items were entered in to the ARC software. POS terminal installation was scheduled and completed at all 4 campuses at the end of November. First priority was to activate the eCommerce site as our existing site became inactive 12-31-18. Our InSite eCommerce site went live 1-1-19 with textbook information available for viewing, then available for online purchase soon after. After completing the majority of the item entry process and performing a physical inventory on 1-31-19, the POS system went live the first week in February. We continue to implement additional aspects of the system including Student Financial Aid for the Fall, 2019 semester.

Program Name: 7.3 Director of Building Services
Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

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 Departmental or TVCC's 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

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)

This goal is being advanced into the next cycle (2019-2020) due to a change in the Building Services Director position which occurred mid-term of the current cycle.

1.13 Changes as a Result of Evaluation

No changes in this cycle. This goal is being advanced into the next cycle (2019-2020) due to a change in the Building Services Director position which occurred mid-term of the current cycle.

2 Goal

Use our current School Dude software package to develop a better preventive maintenance program.

2.1 Outcome Description

Create and implement a preventative maintenance program / schedule on the outer campuses utilizing the current School Dude Maintenance software.

2.2 Implementation Strategy

Get a complete list of all equipment and devices that require any type of ongoing maintenance. Add items to SchoolDude and create recurring work orders.

2.3 Assessment Method

Look at the completed work order assigned and check completion rate vs deferral of work order.

2.4 Criterion (Expected Outcome)

We hope to obtain a better School environment through less equipment breakdown.

2.5 Relationship to the Quality Enhancement Plan (QEP)

2.5.1 Narrative of the relationship to the QEP

The goal is not related to the Learning initiative.

2.6 Relationship to Departmental or TVCC's Mission

Support the college staff by providing a better running facility.

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

Provide a better environment for all college employees and students.

2.8 Operational Budget Implications

No budget impact.

2.9 Personnel Budget Implications

No budget impact.

2.10 Equipment Budget Implications

No Budget impact.

2.11 Personal Notes

No personal notes required.

2.12 Results/Findings (Data Summary - Analysis & Evaluation)

A list of equipment needing routine maintenance has been completed for several buildings.

2.13 Changes as a Result of Evaluation

Lists completed will be updated and other needed work completed a full list of equipment requiring scheduled routine maintenance.

Program Name: 7.3 Director of Client Support Services
Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 Goal Hardware Updates

To provide TVCC faculty, staff and students a safe and reliable work environment.

1.1 Outcome Description

Client Support Services will ensure the following applications remain updated.

- Microsoft OS
- Faronics Deep freeze
- Symantec antivirus

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 Departmental or TVCC's 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

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

1.12 Results/Findings (Data Summary - Analysis & Evaluation) WSUS reporting

Using WSUS on a regular basis to measure the number of devices in compliance.

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

2.1 Outcome Description 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.

2.2 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 Departmental or TVCC's 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

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

While Dell continues to make great improvements with the configuration management tool. However, 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

Will continue to refresh hardware inline with the board approved budget.

3.1 Outcome Description Hardware Refresh Cycle:

Client Support Services completes a hardware refresh every five to seven years.

3.2 Implementation Strategy

Client Support Services will replace hardware based on the CPIME replacement schedule as approved by the president. These device hard drives are then cleaned and sent out for disposition. 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 Departmental or TVCC's 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

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 will continue to offer computers, monitors and peripheral device to the Educational Correction (TDCJ) facility.

4 Goal Computer image process

Will continue to advance our imaging process to provide reliable standard images.

4.1 Outcome Description Computer imaging process:

Implement campus wide standard images for the following client computers.

- Lab
- Faculty
- Staff

4.2 Implementation Strategy

Keeping client images standardized allows Client Support Services the ability to quickly and constantly re build computers.

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)

Data encryption will provide an additional layer of protection.

4.5 Relationship to the Quality Enhancement Plan (QEP)

Not Related to the Quality Enhancement Plan (QEP)

4.5.1 Narrative of the relationship to the QEP

4.6 Relationship to Departmental or TVCC's 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

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.

5 Goal Data Encryption

Client Support Services will begin implementing data encryption on all faculty and staff devices.

5.1 Outcome Description

CSS is providing data encryption on all faculty and staff devices.

5.2 Implementation Strategy

CSS is installing the Dell encryption software manually accomplish this goal.

5.3 Assessment Method

A quantitative measurement of the progress will be made to determine when the goal is reached

5.4 Criterion (Expected Outcome)

This will greatly increase the protection of student, faculty and staff data.

5.5 Relationship to the Quality Enhancement Plan (QEP)

5.5.1 Narrative of the relationship to the QEP

5.6 Relationship to Departmental or TVCC's Mission

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)

2.4 Technology

5.7.1 Strategic Plan Relationship Narrative

5.8 Operational Budget Implications

5.9 Personnel Budget Implications

5.10 Equipment Budget Implications

5.11 Personal Notes

5.12 Results/Findings (Data Summary - Analysis & Evaluation)

Client Support Services has only recently began using encryption software.

5.13 Changes as a Result of Evaluation

Client Support Services will insure that faculty and staff computer devices have the ability of data encryption.

Program Name: 7.3 Director of Communications
 Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

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 15%.

1.5 Relationship to the Quality Enhancement Plan (QEP)

Goal #2: Students will develop a strong connection to TVCC

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 Departmental or TVCC's 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

Outcomes)

- 3.1.2 Increase social media networking to support alumni and community contact and participation in college activities

1.7.1 Strategic Plan Relationship Narrative

This outcome relates to TVCC Strategic Plan goal 3.1.2 because improving engagement directly increases social media networking to support alumni and community participation in our activities.

1.8 Operational Budget Implications

This is budget neutral. Only takes staff time.

1.9 Personnel Budget Implications

N/A

1.10 Equipment Budget Implications

N/A

1.11 Personal Notes

1.12 Results/Findings (Data Summary - Analysis & Evaluation)

Facebook weekly engaged users dropped significantly by 42% this school year.

1.13 Changes as a Result of Evaluation

We were not able to replace Mark Meredith's public information officer position when he retired in August 2018, therefore the majority of the workload transferred to me, pulling me in many directions and as a result, not allowing me to focus time on social media strategy like in previous years. These results, unfortunately, are a reflection of that lost FTE. We requested to gain that position back for 2019-20 but were denied the request.

Program Name: 7.3 Director of ERP Programming
Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 Goal

Implement an ERP at TVCC.

1.1 Outcome Description

Over the next few years we will work to implement a new ERP for TVCC.

1.2 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

1.3 Assessment Method

TVCC will have a new ERP in place helping to perform many of the departments' procedures and functions

1.4 Criterion (Expected Outcome)

Successful implementation of the new ERP.

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 Departmental or TVCC's 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

1.7.1 Strategic Plan Relationship Narrative

TVCC will have a new ERP to perform many of it's tasks and functions.

1.8 Operational Budget Implications

There is a separate budget for the ERP. Work by Administrative Computer Services will be funded by it's own operating budget.

1.9 Personnel Budget Implications

None

1.10 Equipment Budget Implications

The ERP budget will be used for equipment.

1.11 Personal Notes

None

1.12 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.

1.13 Changes as a Result of Evaluation

Continue implementation of the ERP.

2 Goal

Move the Legacy system to the new iSeries.

2.1 Outcome Description

TVCC purchased a new iSeries and the Legacy system must be moved from the old iSeries to the new iSeries.

2.2 Implementation Strategy

Steps involved in the process will include, (1) analysis of the Legacy system to be moved, (2) the scheduling of the components to be moved, (3) cleanup of components to be moved, (4) the actual move, (5) the maintenance on the new iSeries to make the components function correctly.

2.3 Assessment Method

Ensure that the Legacy system functions correctly on the new iSeries.

2.4 Criterion (Expected Outcome)

TVCC will be using the Legacy system on the new iSeries by the end of 2018.

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 Departmental or TVCC's 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

**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

**Strategic Plan (Use
for Administrative
Outcomes)** 2 Enhance
the College

2.4.5

Improve efficiency and productivity by selecting, adopting, and implementing an enterprise resource planning (ERP) system

2.7.1 Strategic Plan Relationship Narrative

The Legacy system will be moved from the existing iSeries to the New iSeries with all of its functionality enabling staff and students to use all of the programming available to them.

2.8 Operational Budget Implications

Work will be performed in the normal operating budget funded by Administrative Computing Services.

2.9 Personnel Budget Implications

None

2.10 Equipment Budget Implications

None

2.11 Personal Notes

2.12 Results/Findings (Data Summary - Analysis & Evaluation)

The legacy system was moved to the new iSeries. Working after hours the legacy system was moved from the old system to the new system without any interruptions of service.

2.13 Changes as a Result of Evaluation

There are no changes for the general population, the legacy system now resides on an up to date iSeries.

Program Name: 7.3 Director of Human Resources
Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 Goal PDQ Completion

Complete evaluations of job descriptions through the PDQ process and completely revamp our job descriptions to be more representative of our positions here at the college.

1.1 Outcome Description

100% complete evaluation of all job descriptions for all positions.

1.2 Implementation Strategy

Through a survey process employees will tell us what it is that they do. Their direct supervisor will then review the information to ensure that the description is accurate.

1.3 Assessment Method

We have implemented a tracking sheet on our website to track our progress and to make it transparent with the college as a whole.

1.4 Criterion (Expected Outcome)

The expected outcome is to be 100% complete by the end of FY 18-19

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 Departmental or TVCC's 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

1.7.1 Strategic Plan Relationship Narrative

1.8 Operational Budget Implications

There are no budget implications for this project at this time.

1.9 Personnel Budget Implications

There are no personnel budget implications at this time

1.10 Equipment Budget Implications

There are no equipment budget implications

1.11 Personal Notes

1.12 Results/Findings (Data Summary - Analysis & Evaluation)

HR will have 25% of job descriptions completed. Due to ERP implementation, we had to put the process on hold for sometime.

1.13 Changes as a Result of Evaluation

Next year we will continue to work towards getting to 100% completion. We feel that this will be feasible considering all the leg work that has been completed this year.

Program Name: 7.3 Director of International Students/Recruiter
Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 Goal

The International Student Office will work towards increasing the international student population on campus.

1.1 Outcome Description

Office of International Students will increase admissions to 35 new students.

1.2 Implementation Strategy

Increase correspondence to contacts in other countries in order to encourage future students to consider attendance at TVCC.

1.3 Assessment Method

SEVIS (Student Exchange Visitor Information System) will be consulted to keep track of initial attendance students as well as students who transfer to TVCC.

1.4 Criterion (Expected Outcome)

New student admissions will increase from 23 in FY17 to 35 in FY18.

1.5 Relationship to the Quality Enhancement Plan (QEP)

1.5.1 Narrative of the relationship to the QEP

1.6 Relationship to Departmental or TVCC's 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 |
|---|--------------------------------|

1.1.8

Develop a comprehensive system to engage students in academic advisement and career advisement from admissions to graduation

1.7.1 Strategic Plan Relationship Narrative

Work with future students to fully complete their international student applications in order for admissions and to guide them to be a successful student and have a connected and engaged experience once at TVCC.

This is the beginning of Strategic Goal 1.1.8

1.8 Operational Budget Implications

Recruiting qualified new international students could require additional funds of approximately \$3,000 for shipping and travel to targeted areas.

1.9 Personnel Budget Implications

1.10 Equipment Budget Implications

1.11 Personal Notes

1.12 Results/Findings (Data Summary - Analysis & Evaluation)

TVCC had 27 new international students enrolled during the 2018-2019 school year.

1.13 Changes as a Result of Evaluation

The goal of 35 new international students was not met. We were 8 students short of this goal. Next year, a more active recruitment strategy will be put in place in order to attract more new students.

Program Name: 7.3 Director of Media Support Services
Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 Goal Provide marketing support for enrollment

1.1 Outcome Description High quality, branded, still and full motion messaging

The outcome of this goal is high quality, branded, still and full motion messaging for use on TVCC's homepage banner carousel, digital signage, digital marquee and social media.

1.2 Implementation Strategy Collaborate with the director of marketing

The department will collaborate with the director of marketing and communications to determine message, branding and priority. Based on this collaboration, the department will develop the messages aimed at increasing enrollment.

1.3 Assessment Method Enrollment figures

We will assess based qualitative and quantitative measures. We will get feedback from our audience and we will scrutinize enrollment figures compared with others in our industry.

1.4 Criterion (Expected Outcome) Timely launches of promotional communications

We expect to have timely launches of promotional communications that will lead to an increase in enrollment.

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 Departmental or TVCC's Mission Accompanying services that supports TVCC's mission and goals

The unit mission is: 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.
This goal is one of the accompanying services that supports TVCC's mission and goals

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

1.7.1 Strategic Plan Relationship Narrative Enhancing the college through effective communication.

By highlighting reasons to attend and when to register, we are enhancing the college through effective communication.

1.8 Operational Budget Implications Operational budget

We will maintain our subscription to iStockPhoto at an annual cost of \$1500. We will also maintain our subscription to Digital Juice at an annual cost of \$1000.

1.9 Personnel Budget Implications Personnel Budget

We will accomplish this goal with our existing personnel. No additional costs apply.

1.10 Equipment Budget Implications Equipment Budget

We will accomplish this goal with our existing equipment. No additional costs apply.

1.11 Personal Notes None.

1.12 Results/Findings (Data Summary - Analysis & Evaluation)

Although enrollment figures are down, we have been successful in creating branding support including web support, ad graphics and videos that enhance the quality of our promotions.

1.13 Changes as a Result of Evaluation

We have increased our frequency of video production and redesigned parts of our website to be more user-friendly.

2 Goal Upgrade classroom technology

2.1 Outcome Description Updated classroom technology

The outcome of this goal is classroom technology that meets current educational industry standards.

2.2 Implementation Strategy Collaborate with the Vice President of Instruction

The department will collaborate with the Vice President of Instruction to determine instructor classroom technology needs. Based on this collaboration, the department will design and install technology to better serve instructors needs.

2.3 Assessment Method Feedback from our collaborators

We will assess based on qualitative and quantitative measures. We will get feedback from our collaborators.

2.4 Criterion (Expected Outcome) Enhanced learning experience

We expect classroom technology to enhance the learning experience.

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 Departmental or TVCC's Mission Information technology architecture

The unit mission is: 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.

This goal relates 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)

1.3 Academic Success

2.7.1 Strategic Plan Relationship Narrative Enhancing learning resources

By enhancing learning resources, we are contributing to Student Success and Academic Success.

2.8 Operational Budget Implications Operational Budget

We have budgeted \$33,550 on classroom technology.

2.9 Personnel Budget Implications Personnel Budget

We will accomplish this goal with our existing personnel. No additional costs apply.

2.10 Equipment Budget Implications Equipment Budget

We will accomplish this goal with our existing equipment. No additional costs apply.

2.11 Personal Notes None

2.12 Results/Findings (Data Summary - Analysis & Evaluation)

The feedback we have received from our instructors has been enthusiastically positive. In the classrooms we've afforded new technology, student engagement in the educational process has increased.

2.13 Changes as a Result of Evaluation

As a result of the positive feedback, we are ordering more room upgrades in deploy.

Program Name: 7.3 Director of Network Support Services
Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 Goal ISO TAC 202 Alignment

Improve the information security posture at TVCC by implementing and adhering to new a Risk Assessment Lifecycle based on standards, best practices and compliance requirements outlined in the Texas Administrative Code (TAC).

1.1 Outcome Description

To improve our security posture we will use the standards outlined in TAC202 and the NIST Framework to implement a risk management cycle that will be used to continually evaluate and improve our security posture.

This is a continual process and will begin with phase 1 and continue as time allows.

A brief listing of the Information Risk Management Cycle is provided below.

1. Assess Information Security Risk
2. Develop a Security Strategy
3. Implement Security Controls
4. Measure Control Effectiveness

1.2 Implementation Strategy

Phase 1 of the Risk Management Cycle is to Assess our risk. A recent Security Assessment Report was completed by our Information Security Vendor. This report covered several areas as they relate to the controls outlined in the TAC202 and NIST framework.

Phase 2 has been started and is ongoing. We are evaluating our current controls and policies for changes will increase our risk management maturity level. Focus on risk will be prioritized by severity. Limitations in time resources have limited further development for this year.

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 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

Not Related to the Quality Enhancement Plan (QEP)

1.6 Relationship to Departmental or TVCC's Mission

Developing a Risk Assessment Lifecycle will aid the mission of IT Services by providing guidance and technical skills to all TVCC personnel.

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

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

There is no additional budget requirement this fiscal year.

1.11 Personal Notes

Some details about the requirements and procedures are excluded for privacy and security concerns.

1.12 Results/Findings (Data Summary - Analysis & Evaluation) SAR Summary

The risk assessment was completed in September 2019 by Critical Start. A comprehensive Security Assessment Report (SAR) was provided covering best practices, a security assessment, and gap analysis. A limited penetration test was also conducted providing our risk to public-facing services. The SAR provided a line-item comparison of our current security control statuses and those provided by TAC 202. Additional information was provided to help align these controls with the NIST framework. This SAR will serve as the baseline for future assessments.

1.13 Changes as a Result of Evaluation SAR Changes

The SAR provided areas within our policies, procedures, and documentation that require updating to better align with the recommendations of TAC202 and the best practices provided by the NIST Framework. New policies and procedures are being developed and updated as a result of this evaluation.

2 Goal Improve Remote Network Service

Improve network and telecommunications connectivity and support for remote office locations and other situations without dedicated access to TVCC resources.

2.1 Outcome Description

We will design and implement a network and firewall solution to provide seamless connectivity to TVCC's services for remote and mobile situations. We will focus on remote offices and locations where dedicated services are unavailable. This will also serve as a backup internet connection in the event of WAN failures.

2.2 Implementation Strategy

We will deploy a mobile network access solution paired with a cloud managed firewall appliance. This will provide network access to a TVCC managed device allowing centrally managed capabilities at a remote location.

2.3 Assessment Method

The new hardware will be configured and installed at a remote location providing network access.

2.4 Criterion (Expected Outcome)

The new equipment will be installed, configured and supporting the network needs of the site.

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 Related to the Quality Enhancement Plan (QEP)

2.6 Relationship to Departmental or TVCC's Mission

Implementing this new equipment and service to facilitate remote workers and remote locations using mobile hotspots supports and improves the Information Technology architecture and the underlying support services.

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

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

Each deployable configuration includes a cloud managed firewall and a Mifi hotspot that uses the cell network. The firewall has an estimated one-time charge of \$1000.00 and the MiFi has a \$0 one-time charge. The firewall has yearly \$150.00 charge and the MiFi has a \$450.00 cost. One-time: \$1000.00. Yearly: \$600.00.

2.11 Personal Notes

This solution can be used for remote offices and for emergency deployments in the event we lose network connectivity to a main site.

2.12 Results/Findings (Data Summary - Analysis & Evaluation) Mobile and Backup Network

The mobile hotspot hardware and service are provided by our local ISP. The device uses the cell network, the same network used by cell phones, to provide internet access in remote locations or where internet service is unavailable. These mobile hotspots provide internet access to our TVCC devices enabling a VPN connection to all TVCC network resources. This solution was successfully used to provide a limited connection to the Kaufman Campus allowing for registration, book sales, and other POS tasks.

2.13 Changes as a Result of Evaluation Updated Network Capabilities

The mobile hotspot solution has proven useful for convenience and as an emergency backup internet connection. These devices will remain in service as part of our "network up-time" strategy.

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 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 TVCC's 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

Not related to the Quality Enhancement Plan (QEP)

3.6 Relationship to Departmental or TVCC's Mission

Implementing a software-based phone and communication tool supports the information technology architecture and extends the supporting services provided by the IT Department.

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 with local and remote telecommunication devices.

3.8 Operational Budget Implications

There is a chance of an installation and support charge if we are unable to successfully implement these services. The estimated cost is \$12,000.00.

3.9 Personnel Budget Implications

None.

3.10 Equipment Budget Implications

The software is offered at no additional cost with the current release of Cisco's Unified Communication's Manager.

3.11 Personal Notes

This goal originated in the previous year.

3.12 Results/Findings (Data Summary - Analysis & Evaluation)

The goal was not completed. Personnel changes within the Department restricted the tasks and goals that could be completed. This task will be carried forward.

3.13 Changes as a Result of Evaluation

None.

Program Name: 7.3 Director of School Relations
Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 Goal

To augment recruitment efforts of the School Relations Office.

1.1 Outcome Description

To increase recruitment efforts by utilizing an additional staff member.

1.2 Implementation Strategy

A current position will be reclassified to include recruitment as an additional responsibility and a redistribution of individual recruitment activities within and outside of the service area will be made to include 3 recruiters, as opposed to 2.

1.3 Assessment Method

The number of additional College Fairs attended, service area school visits and prospective students who are reached during the 2018-19 year will be compared to the number of contacts from the previous year.

1.4 Criterion (Expected Outcome)

Recruitment efforts will increase as a result of having an additional staff recruiter. There will be a greater expansion of out of area participation in TACRAO sanctioned College Fairs. Redistribution of service area schools will allow more individualized attention and more frequent visits to better meet the needs of prospective 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

1.6 Relationship to Departmental or TVCC's Mission

Increased recruitment efforts relate to TVCC's Mission in that it provides opportunities to advertise the college's programs, extend community outreach and contribute to the college's ongoing growth.

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) | 3 Enhance Communities |
|---|--------------------------|

- | | |
|-------|--|
| 3.2.2 | Increase enrollment in high-need programs to meet or exceed THECB criteria for each plan year |
| 3.2.4 | Increase the participation of under-represented portions of the population in academic, workforce, and non-credit community service and workforce education classes for enrollment and |

graduation

1.7.1 Strategic Plan Relationship Narrative

This outcome relates to TVCC Goal #3.2.2 in that increased recruitment will provide support for promotion of specific college programs.

The outcome relates to TVCC Goal #3.2.4 in that increased recruitment will provide access to a more diverse population of diverse students.

1.8 Operational Budget Implications

\$3000 for travel expenses for service area and TACRAO College Fair recruitment.

1.9 Personnel Budget Implications

\$5000 - \$7000 Salary Adjustment.

1.10 Equipment Budget Implications

N/A

1.11 Personal Notes

1.12 Results/Findings (Data Summary - Analysis & Evaluation)

A position within the School Relations Office was reclassified. The previous position Administrative Assistant to the Director of School Relations was changed to School Relations Specialist, along with a salary adjustment. The duties were expanded to include recruitment as a responsibility. The 30 service area high schools previously served by 2 recruiters were divided between 3 to allow more individualized attention. Each high was visited for the 2018-19 year. Only 10 schools were revisited based on requests for additional services (i.e., classroom presentations, lunch set-ups, etc.).

The number of TACRAO College Fairs attended increased. In 2017-18 a total of 48 were attended, as compared to 2018-19 where a total of 57 were attended.

The number of student contacts (students who we received their contact information) at college fairs increased from 302 in 2017-18 to 529 in 2018-19.

1.13 Changes as a Result of Evaluation

The initial plan to increase recruitment efforts was met. There will be continuous modification to the selection of areas in which to recruit outside of the service area, as well as an implementation of new strategies to better serve TVCC's service area schools.

Program Name: 7.3 Director of Systems Support Services
Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 Goal Implement CG4 Asset Management & Service Now

With the implementation of CG4 we hope to provide the college with a better ability to track assets and their locations, provide better reporting of those assets, and make the job of managing assets much easier for Transportation and Logistics as well as Information Technology.

1.1 Outcome Description Implement CG4 Asset Management

Implement CG4 Asset Management and integrate with Service Now to provide a better process organization wide for the management and financial aspects of asset management.

1.2 Implementation Strategy Implement CG4 Asset Management

After narrowing the software vendors of asset management software, we chose CG4 as it ties into Service Now and provides the best value. We will request a POC of the software and bar code scanning hardware to verify the product will perform as expected. If the POC process goes well, we will then begin a staged implementation for the IT department, Transportation & Logistics department, and finally the finance department who will be able to use the data for capitalization and depreciation. We will also test exporting data to be imported into the Ellucian Colleague ERP.

1.3 Assessment Method Implement CG4 Asset Management

Success will be measured by an improvement in asset management and tracking organization wide and the ability to report more completely on assets owned by the college.

1.4 Criterion (Expected Outcome) Implement CG4 Asset Management

The expected outcome of this implementation will be an ability to perform system wide inventory and report on assets and their locations organization wide.

1.5 Relationship to the Quality Enhancement Plan (QEP) Implement CG4 Asset Management

Not Related to the Quality Enhancement Plan (QEP)

1.5.1 Narrative of the relationship to the QEP Implement CG4 Asset Management

This outcome does not have a relationship to the QEP.

1.6 Relationship to Departmental or TVCC's Mission Implement CG4 Asset Management

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

1.7.1 Strategic Plan Relationship Narrative Implement CG4 Asset Management

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 Implement CG4 Asset Management

The project start up cost will be \$33,514.00 for the hardware, software and hosting fee. There will an annual cost of \$10,800 for the hosted CG4 asset management solution, maintenance and support.

1.9 Personnel Budget Implications Implement CG4 Asset Management

There will be no personnel budget implication with this project.

1.10 Equipment Budget Implications Implement CG4 Asset Management

There will be no equipment budget implications as this is a hosted service.

1.11 Personal Notes Implement CG4 Asset Management

This outcome was the result of conversations with Client Support Services and Shipping and Receiving on issues related to locating equipment and various other issues.

1.12 Results/Findings (Data Summary - Analysis & Evaluation) Implement CG4 Asset Management

There are over 2,000 user devices spread across at least five locations. Trying to manage what user has the device has become a serious issue. There have also been scenarios where equipment delivery hasn't been documented along the way.

1.13 Changes as a Result of Evaluation Implement CG4 Asset Management

At this time, equipment that arrives in Shipping and Receiving is scanned at that location. The equipment is now scanned once it arrives at the Service Desk. The equipment can then be assigned to a user or location, and those locations can be bar-coded so that the location and the equipment is tied together in Service Now.

2 Goal Ellucian Colleague ERP Server Installation

Create the server structure for ERP implementation.

2.1 Outcome Description Ellucian Colleague ERP Server Installation

The ERP implementation will require twenty-one servers to run the various software packages and modules.

2.2 Implementation Strategy Ellucian Colleague ERP Server Installation

The System Support Team will purchase and implement a new Cisco UCS chassis and new a new storage shelf to provide resources for ERP servers. Once that is done we will build twenty-one servers based on specifications provided by Ellucian Colleague.

2.3 Assessment Method Ellucian Colleague ERP Server Installation

The ability of Ellucian Colleague to install the varied modules of the ERP and the usage of the various servers utilized by the college as will provide the assessment for this project.

2.4 Criterion (Expected Outcome) Ellucian Colleague ERP Server Installation

The expected outcome is a fully functioning environment for the college as well as stability of the modules used.

2.5 Relationship to the Quality Enhancement Plan (QEP) Ellucian Colleague ERP Server Installation

Not Related to the Quality Enhancement Plan (QEP)

2.5.1 Narrative of the relationship to the QEP Ellucian Colleague ERP Server Installation

Not related to the QEP

2.6 Relationship to Departmental or TVCC's Mission Ellucian Colleague ERP Server Installation

The ability to provide stable services for all users will allow the college to accomplish its 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 Ellucian Colleague ERP Server Installation

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 Ellucian Colleague ERP Server Installation

There will be annual support and maintenance contracts at the cost of approximately \$35,000 a year.

2.9 Personnel Budget Implications Ellucian Colleague ERP Server Installation

A position will be opened for the System Support Services team to help manage the load this project brings with it.

2.10 Equipment Budget Implications Ellucian Colleague ERP Server Installation

The UCS chassis and Nimble shelf will cost \$119,000.

2.11 Personal Notes Ellucian Colleague ERP Server Installation

2.12 Results/Findings (Data Summary - Analysis & Evaluation) Ellucian Colleague ERP Server Installation

Thus far 17 of 21 servers have been built on the UCS chassis solely for the ERP. Other servers have been migrated from the old chassis to the new chassis as well.

2.13 Changes as a Result of Evaluation Ellucian Colleague ERP Server Installation

With the purchase and implementation of the UCS chassis, 17 of 21 Colleague servers have been installed. Thus far, the college has gone live with Self Service Time Entry, Student Financial Aid, Touchnet online Payment Gateway and many other business services. The chassis has performed as expected. The workload has not been off set by the addition on an additional System Management Person. The Colleague installation, implementation and management fills the schedule of over one full time person.

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 Departmental or TVCC's 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

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 sans 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 required by the ERP and lack of personnel in the System Support Services department. I will move this outcome to the 2019-2020 year.

3.13 Changes as a Result of Evaluation Organizational Disaster Recovery Site

This outcome is being moved to the 2019-2020 year.

Program Name: 7.3 Director of Transportation and Logistics
Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 Goal

Implementation of the CG4 asset control software to increase asset physical location tracking efficiency.

1.1 Outcome Description

Decrease time needed to update asset location transfers in the Asset Control database to less than 3 minutes per asset through CG4 on-site barcoding recording, eliminating field captured data on paper and returning to a central office point to input that location transfer from paper to computer.

1.2 Implementation Strategy

Identify college locations, assign barcodes to each of those locations, and define those associated barcodes in the CG4 software.

1.3 Assessment Method

Once the CG4 barcoded locations system is in place, process the transfer of 24 assets to one barcoded location and find the average time per asset needed to capture the asset updated location into CG4.

1.4 Criterion (Expected Outcome)

The time necessary for the updating of college assets location moves into the Asset Control database will decrease to 2 minutes on average compared to the current time of half an hour to an hour on average.

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 Departmental or TVCC's 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)

2.1 Business Operations

1.7.1 Strategic Plan Relationship Narrative

1.8 Operational Budget Implications

There are no budget impacting processes expected.

1.9 Personnel Budget Implications

There are no personnel budget impacting processes expected.

1.10 Equipment Budget Implications

There are no equipment budget affecting purchases expected.

1.11 Personal Notes CG4 Origin

The College IT Department initiated and implemented the CG4 software, developing an asset system through Service Now.

1.12 Personal Notes CG4

The CG4 system is an annual investment shared by IT and Logistics.

1.13 Results/Findings (Data Summary - Analysis & Evaluation)

The bar coding of assets (in conjunction with the use of hand held scanners) greatly increased the efficiency down to less than a minute required to track and update asset locations and statuses in the College database from the initial acquisition of the asset, through the movement and re-purposing, and finally to the sale or recycling of that asset.

1.14 Changes as a Result of Evaluation

Having realized the efficiency gain through bar-coding and scanning capabilities of the College Asset System, even more opportunities were realized through the development and implementation. Through the process of IT developing Service Now into an asset database with which the CG4 asset tracking software operates, opportunities were discovered that seem to indicate slow development possibilities including the ability of unwarranted system to system automatic changes in the database from the Service Now software, minimal custom reports, the ability of the Service Now software to duplicate asset number assignments, the lack of filterable reports, the lack of 911 building addressing for locations, and asset pricing entry through the CG4 software does not appear in the Service Now database.

With the results of the CG4/Service Now system now known, improvement possibilities could be explored in the new College Colleague System in the effort for even better results in the efficiency and stability of the College Asset Database System.

Program Name: 7.3 Facilities Coordinator

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 Goal Goals for Energy Management

My goal this year is to reduce energy consumption on all TVCC campuses

1.1 Outcome Description Manage energy and perform building renovations

To reduce energy consumption which will result in less money spent on utility bills.

1.2 Implementation Strategy Energy Management implementation

I am going to distribute energy reports to let employees and building principals know where we are in energy savings and continually post energy use on the TVCC facilities website to let the public know how much savings we are incurring. Asking certain employees in each building help with energy savings ideas and needs that will help in future savings.

1.3 Assessment Method Assessing Energy savings

I will be running monthly energy reports on all meters and buildings to keep track of current year savings compared to the prior years and the base line year. I will be checking meters and monitoring areas that have used more energy than the prior years.

1.4 Criterion (Expected Outcome) Expectations of Energy Savings

I will be checking meter readings and generating energy consumption reports so that we can prove what, if any, energy use and energy dollars we have saved. We expect to save in most areas and in new areas and buildings, we can create a building baseline which will let us see how much energy we save in future years.

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

Work is not directly related to the QEP plan

1.6 Relationship to Departmental or TVCC's Mission Unit Mission

The mission of the Energy Management Department relates to the mission of the college because every energy dollar saved means more dollars that can be used to further the education of TVCC 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)

2.3 Facilities Management

1.7.1 Strategic Plan Relationship Narrative

This work supports improvements in the running of college facilities and budgets.

1.8 Operational Budget Implications

No operational budget changes are required.

1.9 Personnel Budget Implications

No additions to the budget is required.

1.10 Equipment Budget Implications

No added equipment needed.

1.11 Personal Notes

No notes needed.

1.12 Results/Findings (Data Summary - Analysis & Evaluation)

Our energy reduction has shown that we are reducing our costs due to electric rate cuts. Our natural gas service has held steady. Our water, sewer, and trash service rates are increasing but at a slower rate. So we were able to reduce our utility budget a little bit during 2018-2019 budget year. Our usage amounts have been leveling out due to added new buildings in Terrell and Athens.

1.13 Changes as a Result of Evaluation

We continue to watch our costs closely and work to reduce consumption as our class and operating schedule allows.

Program Name: 7.3 Graphic and Print Design Coordinator
Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 Goal

Eliminate "dropped" jobs and increase efficiency in tracking and completing print jobs.

1.1 Outcome Description

Launch our web page, institute the use on online ordering form and establish and enforce submission deadline to aid in our ability to set and maintain a printing schedule to ensure all jobs are completed in a timely manner.

1.2 Implementation Strategy

We're working on content for the web page and hope to have the fully implemented fall 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 spring 2019 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 fall 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 Departmental or TVCC's 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

1.12 Results/Findings (Data Summary - Analysis & Evaluation)

After several years of trying in-house methods to improve the ordering and tracking system, we've been unsuccessful in making any meaningful improvements or to implement a working website. What we ended up with is a system that is still cumbersome and disjointed, which requires manually inputting information for every job. This become especially difficult to keep up with during the busiest times of the year and is prone to human error and omissions.

1.13 Changes as a Result of Evaluation

For the 2019-20 year, we are looking at a hosted solution. While such services have been out of reach financially, options now exists which are tailored for small shops and much more affordable. Doing so will bring the tasks now handled through various means under one roof, offering a smoother work flow from job submission to completion, including order tracking for both us and the client as well as inventory control.

Program Name: 7.3 Office of the Registrar
Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

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

We would like to decrease the students who graduate with more than 150% of the semester hours required to complete their degree or certificate. Our baseline year results were 14.9%. We would like to see that number decrease to 12% this year.

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

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 #1: Students will improve collegiate survival skills

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 Departmental or TVCC's 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

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)

11.48% of graduates during the 2018-2019 school year graduated with over 150% of their required semester credit hours.

1.13 Changes as a Result of Evaluation

None. We will continue working to lower this.

Program Name: 7.3 Purchasing, Contracts, and Insurance Coordinator
Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

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.

1.6 Relationship to Departmental or TVCC's 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) Completed for FY 18-19

For FY 18-19, contracts, agreements, etc. were scanned and preserved electronically.

1.13 Changes as a Result of Evaluation

All future contracts, etc. will be scanned for accessibility/reference.

Program Name: 7.3 VP of Administrative Services and Chief Financial Officer
Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 Goal

Invest the college's 8-31-18 surplus capital reserves funds.

1.1 Outcome Description

Increased earnings on invested college funds while maintaining safety of principal and liquidity.

1.2 Implementation Strategy

CFO will determine the dollar amount to be invested and issue an invitation for investment proposal to financial institutions in the college's tax district and other firms with whom the college has a banking relationship. The proposal(s) that best meets the college's investment needs will be selected.

1.3 Assessment Method

Measurement of this outcome will be performed at fiscal year end 8-31-19 by comparing interest rates and investment earnings received in FY19 to those received in FY18 relative the amount of funds invested.

1.4 Criterion (Expected Outcome)

Investment earnings and interest rates received in FY19 will exceed those received in FY18 on a proportionate basis to cash invested in both years.

1.5 Relationship to the Quality Enhancement Plan (QEP)

Not Related to the Quality Enhancement Plan (QEP)

1.5.1 Narrative of the relationship to the QEP

None.

1.6 Relationship to Departmental or TVCC's 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) | 2 Enhance the College |
|---|-----------------------|

2.2.1

Confirm adequate financing, both internally and externally to fund the College Master Plan in addition to ongoing college operations

1.7.1 Strategic Plan Relationship Narrative

This outcome relates to 2.2.1 by internally generating revenue to fund daily college operations and special projects.

1.8 Operational Budget Implications

There will be a positive implication to the budget because additional investment income will be generated.

1.9 Personnel Budget Implications

None.

1.10 Equipment Budget Implications

None.

1.11 Personal Notes

No notes added.

1.12 Results/Findings (Data Summary - Analysis & Evaluation)

Funds Invested in Laddered CD's Achieved higher interest rates

1.13 Changes as a Result of Evaluation

None

Program Name: 7.3 VP of Information Technology
Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

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 Departmental or TVCC's 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.

No personal notes.

1.12 Results/Findings (Data Summary - Analysis & Evaluation)

The Terrell Hospital project will continue into the next year.

The general construction of the site is at 80% completion.

Network Infrastructure – All fiber cabling has been completed. Ethernet cabling is 95% complete in available areas.

Overall Completion: 75%

Phone/POTS Service – The phone service infrastructure has been installed. Phone devices are configured. We are deploying the devices in the offices and other spaces as they become available.

Overall Completion: 85%

Digital Signage – TVs have been deployed in spaces that are completed. Digital signage devices are being acquired.

Overall Completion: 85%

ITV/ Smart Room Technology – The ITV equipment has been acquired. The spaces receiving these services are under construction. Installation has not begun. Six of nine smart rooms are 100% complete and functional. The remaining 3 rooms are under construction and are at 25% IT competition.

Overall Completion: 50%

SIM/VMS – The SIM hallway has been completed. The high fidelity mannequins are installed and functioning. The video management system has been installed and is functioning.

Overall Completion: 98%

COMPUTERS – All the hardware has been acquired. The computer labs are 100% complete. The majority of offices still need computer installations putting the available spaces at 90%. The library, bookstore, guidance, and other front offices are under construction.

Overall Completion: 80%

1.13 Changes as a Result of Evaluation

There are no changes to be implemented at this time. THSC is an ongoing project that will continue into 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 Departmental or TVCC's 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.

No personal notes.

2.12 Results/Findings (Data Summary - Analysis & Evaluation) Training for IT Services Staff

IT Services staff have engaged in numerous training opportunities throughout the year such as:

1. ERP Programming: CROA, Synoptix, Data Migration, Rule Writing, Colleague Studio, SQL, Envision, Hooks, Subroutines
2. Network: Meraki, KnowBe4 Cybersecurity Training, CISCO, InfoSec Academy
3. Media: Extron (Smart Rooms), Drone Flight Training, TriCaster Training, Adobe Training
4. Systems: SQL Administration & Query, SharePoint, VMWare
5. Client: Lynda.com training modules (various)
6. Miscellaneous: LIVE leadership conference, Campus Q&As, Safety Training, FEMA training, Human Resources

The training for IT personnel will continue into the next year.

2.13 Changes as a Result of Evaluation

Changes will be determined on an as needed basis. Training will continue in the next year.

3 Goal

To serve as project manager to oversee the implementation of Ellucian Colleague.

3.1 Outcome Description

The successful transition from our legacy ERP to Ellucian Colleague.

3.2 Implementation Strategy

Work closely with the Ellucian project manager to define tasks necessary to implement Ellucian Colleague. As tasks are defined, they must be assigned resources and completed. If problems arise, ensure they are addressed in a timely manner so the project can continue moving forward.

3.3 Assessment Method

TVCC offices are able to use Ellucian Colleague as the college's ERP (replacing the legacy system).

3.4 Criterion (Expected Outcome)

Most of the features of Colleague should be in production by August 2019.

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

N/A

3.6 Relationship to Departmental or TVCC's Mission

None.

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

3.7.1 Strategic Plan Relationship Narrative

3.8 Operational Budget Implications

Work will be performed within the normal 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

No personal notes.

3.12 Results/Findings (Data Summary - Analysis & Evaluation)

Data Migration is in progress:

- 90% of the student demographic data has been migrated
- 80% of the course master information has been migrated
- 5% of transcript data has been migrated (just begun)
- 90% of financial data has been migrated
- 100% of payroll/personnel data has been migrated

Colleague Modules that have been deployed:

- 100% Human Resources Modules
- 60% Financial Modules
- 55% Student & Financial Aid Modules
- 70% Reporting Modules

Transition to Colleague is on-going and will continue into next year.

3.13 Changes as a Result of Evaluation

Any necessary changes will be determined on an as needed basis.

Program Name: 7.3 VP of Institutional Advancement and Executive Director of Foundation
Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

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

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 Departmental or TVCC's 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 N/A

N/A

1.12 Results/Findings (Data Summary - Analysis & Evaluation) Goals exceeded

All goals were exceeded by over 11,354%.

1.13 Changes as a Result of Evaluation Continue Path

The current strategic goals, metric and outcomes continue to be very successful as it relates to ROI. Will continue to follow the same path, but add a promise program.

Program Name: 8.2.c Director of Campus Police and Public Safety

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 Goal

The Trinity Valley Community College Police Department will request to add a new police officer to the department.

1.1 Outcome Description

This position would be responsible for improving the safety of the faculty, staff, and students on the Palestine and PWEC campuses. The officer would also be responsible for making and issuing student ID's and parking permits. This office will help expand the department into a full functioning department through out all of TVCC's campuses.

1.2 Implementation Strategy

Accomplishing this goal will include a strict budget preparation to be approved by the Board of Trustees. This budget will include every aspect of the officers position to include salary, equipment, uniforms, and office equipment. Once approved the task will move to hiring an officer that is capable of working on in a campus environment with little supervision, as this position is on a satellite campus.

1.3 Assessment Method

The measure of accomplishment in this goal is if the position can be properly budgeted for, approved, and filled.

1.4 Criterion (Expected Outcome)

Student, Faculty, Staff, and Visitors will feel they are in a safer environment while on campus while a police officer is on duty.

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 Departmental or TVCC's Mission

A portion of the Trinity Valley Community College Police Department's mission is to provide law enforcement, safety, security, and emergency response to the college. This position will do all of these things. By having a police officer permanently stationed on the campus.

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

1.7.1 Strategic Plan Relationship Narrative

This outcome related to TVCC goal 3.4 in providing community service. Providing law enforcement support to the college community is by nature a community service. Law enforcement officers exist to provide community service to the citizens of their community.

1.8 Operational Budget Implications

\$10,000

1.9 Personnel Budget Implications

\$50,000

1.10 Equipment Budget Implications

\$10,000

1.11 Personal Notes

N/A

1.12 Results/Findings (Data Summary - Analysis & Evaluation)

A new Officer position was added to the TVCC police budget. A new officer was hired and stationed at the Palestine campus full time. This officer is responsible to providing police services to not only the Palestine campus but the PWEC as well.

Since the officer was placed on the campuses the police department has received fewer calls for service on both campuses.

1.13 Changes as a Result of Evaluation

The officer will receive extensive training in campus safety and active shooter response.

Academic & Student Support Services

Program Name: 7.2 Director of Quality Enhancement Plan
Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 Goal Goal

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 Goals for 2018-19

Objective 1.1 Create and maintain a calendar using a template

Objective 1.2 Take notes using the Cornell note taking template while watching assigned video

Objective 1.3 A comparison of pre-test with post-test results will be made for each student.

Objective 1.4 Students will complete the “My Best Fit” semester project.

Objective 2.1 A Cardinal Pride freshman orientation survey will be completed after attending the orientation.

1.2 Implementation Strategy Process

- Work with TVCC’s office of Institutional Research to develop and maintain template/process for data collecting, monitoring, and reporting data.
- At the end of each fall, spring, and summer semester, organize and collect data of student learning outcome assessments from the learning framework course in Canvas that are specific to the QEP.

1.3 Assessment Method QEP Focus Report Assessment

Objective 1.1 Create and maintain a calendar using a template

- Learning Framework course assignment #2 graded with a course standardized rubric.
- Goal: 85% will score 73% or better on the calendar activity

Objective 1.2 Take notes using the Cornell note taking template while watching assigned video

- Learning Framework course assignment #12 graded with a course standardized rubric.
- Goal: 85% will score 73% or better on the note-taking activity

Objective 1.3 A comparison of pre-test with post-test results will be made for each student.

- Links to the pre-test and post-test instruments are required to be completed by Learning Framework students in their Canvas course during the first week and last week of each term.
- Goal: 88% of students will improve their performance from the pre-test administration to the post-test administration.

Objective 1.4 Students will complete the “My Best Fit” semester project.

- Learning Framework course assignment #15 with a course standardized rubric
- Goal: 85% of students will score 73% or better on the “My Best Fit” activity

Objective 2.1 A Cardinal Pride freshman orientation survey will be completed after attending the orientation.

- Goal: 90% of orientation participants will complete a survey.

1.4 Criterion (Expected Outcome) QEP Focus Report

QEP SLO data from the Learning Framework course for the Fall 2017 through Spring 2019 terms will be:

- analyzed and charted
- disseminated at the beginning of each Fall and Spring term to the QEP Assessment Team members and Learning Framework faculty for course objective improvements.

1.5 Relationship to the Quality Enhancement Plan (QEP)

Goal #1: Students will improve collegiate survival skills

1.5.1 Narrative of the relationship to the QEP Part of the QEP

The goals within this plan are major components of the QEP plan.

1.6 Relationship to Departmental or TVCC's 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)

1.3 Academic Success

1.7.1 Strategic Plan Relationship Narrative

1.3.1 Increase the number of graduates in associate degrees and certificates each year

1.8 Operational Budget Implications

Operating expenses remain the same as the previous year

1.9 Personnel Budget Implications

Personnel expenses remain the same as previous year.

1.10 Equipment Budget Implications

Equipment expenses are not anticipated.

1.11 Personal Notes No Personal Notes added

1.12 Results/Findings (Data Summary - Analysis & Evaluation) Assessments

Objective 1.1 Create and maintain a calendar using a template

- Learning Framework course assignment #2
- Goal: 85% will score 73% or better on the calendar activity
- Analysis: Objective was met-Students scored 76% on mastering this objective for Spring 2019, 3% above 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 **73%** or better on the note-taking activity
- Analysis: Objective met-Students scored **77%** on mastering this objective for Spring 2019, 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 73% or better on the "My Best Fit" project.
- Analysis: Objective was not met-Students scored **71%** on mastering this objective for Spring 2019, 2% below 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 2018, 110 students attended Cardinal Pride Orientation and 54 surveys were completed with a 47% completion rate.
- Analysis: Objective was not met

1.13 Changes as a Result of Evaluation Assessments

Objectives for 1.1, 1.2, and 1.3 were met.

Objective 1.4 was not met.

Actions:

- During the May 9, 2019 meeting with the Learning Framework faculty and QEP assessment committee members, problems with the My Best Fit Project were discussed. Several solutions were presented and a trial Canvas shell was to be developed during the summer 2019 to address some of the problems.
- During the August 20, 2019 meeting with the Learning Framework faculty and QEP assessment committee members, a new Canvas shell was reviewed. A subcommittee was formed to meet each month from September to May to present a new approach to the My Best Fit project. This new approach will be piloted during the summer of 2020 with full course implementation for Fall 2020.

Objective 1.5 was not met.

Actions:

- Orientation surveys for Summer 2019 orientation are to be submitted electronically instead of paper.
- Orientation has been offered only during each summer prior to the fall semester. Beginning Fall 2018, an online companion orientation online course is now required of all currently enrolled Learning Framework students as a part of the Learning Framework course. Therefore the orientation surveys are administered electronically in the Canvas course shell.

Program Name: 8.2.c Associate VP of Academic Education
Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 Goal Improving Online Completion Rates

The goal is to improve online completion rates in academic core courses.

1.1 Outcome Description

The online faculty will become more engaged with the online students through the use of tools such as zoom, pantapo, and promothean boards which will increase student engagement thus improving completion of courses.

1.2 Implementation Strategy

Implement training opportunities for online faculty to become comfortable with available tools and provide increased support for faculty to improve the engagement in the online courses. These trainings will be recorded and available for all faculty to continually review and utilize as a resource throughout the year.

1.3 Assessment Method

At the end of the cycle, the grade distribution reports will be analyzed to determine if the goal was successful.

1.4 Criterion (Expected Outcome)

The overall success rate will improve to 45% for academic core classes taught in a pure online format.

1.5 Relationship to the Quality Enhancement Plan (QEP)

Goal #1: Students will improve collegiate survival skills

1.5.1 Narrative of the relationship to the QEP

Students will utilize the skills learned in the learning frameworks course to engage with the faculty member and the course itself to help improve success.

1.6 Relationship to Departmental or TVCC's Mission

TVCC is a student centered college that strives to provide students with the opportunities to gain the skills to be successful at TVCC and be prepared to move to the next steps in the career plans. By improving success in the online classes, TVCC's mission will be met.

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

1.7.1 Strategic Plan Relationship Narrative

Students being successful in online classes will equate to being successful in their overall academic goals.

1.8 Operational Budget Implications

No increased operational budget implications.

1.9 Personnel Budget Implications

No impact to the personnel budget.

1.10 Equipment Budget Implications

Purchasing of 5 Promethean boards (in the budget)
Panopto contract (in the budget)
Zoom (no additional budget impact)

1.11 Personal Notes

This is a continuation of the goal that was not met in the previous cycle; therefore, I want to change the approach to meeting this goal and revamp during this cycle.

1.12 Results/Findings (Data Summary - Analysis & Evaluation)

Overall this goal was met due to greater than 45% of students were successful in online classes; however, there are individual classes that were significantly less than 45% success rates.

1.13 Changes as a Result of Evaluation

By looking at one individual classes success rates, the academic department will continue to review online classes for areas to improve. A study will be conducted involving classes that have a tradition of low success rates. Strategies will be implemented to improve the low performing classes.

2 Goal Online Resource Centers for Academic Divisions

2.1 Outcome Description

Each division chair will continue to create and implement a departmental resource center that will be available in Canvas for all faculty to use (full time faculty, adjunct faculty, and embedded faculty).

2.2 Implementation Strategy

Each of the division chairs will create a departmental resource center and update throughout the year with relevant information for the faculty.

2.3 Assessment Method

I will review each departmental resource center throughout the cycle and at the end of the cycle to ensure that completion happened.

2.4 Criterion (Expected Outcome)

85% of academic division chairs will implement their respective resource shells. The goal is that each division chair will have at least one resource center.

2.5 Relationship to the Quality Enhancement Plan (QEP)

Goal #1: Students will improve collegiate survival skills

2.5.1 Narrative of the relationship to the QEP

By providing the faculty the necessary tools needed to be successful in their classes, it will free up the faculty to have more time to focus on teaching and student engagement which will improve student success in the classes.

2.6 Relationship to Departmental or TVCC's Mission

TVCC is a student centered college that strives to provide students with the opportunities to gain the skills to be successful at TVCC and be prepared to move to the next steps in the career plans. By improving success in the online classes, TVCC's mission will be met.

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

2.7.1 Strategic Plan Relationship Narrative

By providing the information within each resource center in Canvas, the overall institutional effectiveness strategic plan will be met.

2.8 Operational Budget Implications

There will not be any budget implications.

2.9 Personnel Budget Implications

There will not be any budget implications.

2.10 Equipment Budget Implications

There will not be any budget implications.

2.11 Personal Notes

2.12 Results/Findings (Data Summary - Analysis & Evaluation)

All but one division (Kinesiology) have created online resource centers in Canvas for the faculty to use. These resource centers have provided a location that all faculty can gain access to information needed throughout the academic year.

2.13 Changes as a Result of Evaluation

Since this goal has been achieved, I will change for next year.

Program Name: 8.2.c Associate VP of TDCJ Correctional Programs
Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

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 Departmental or TVCC's 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

Increase the number of graduates in associate

| | |
|-----------------------|---|
| 1.3.1 | degrees and certificates each year |
| 1.4.2 | Increase course completion rates in workforce education courses |
| 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)

This administrative outcome is to be continued through FY19/20 due to extenuating circumstances, that affected the outcome and ultimately the results for FY18/19. A major source of financial support (Texas Public Education Grant) for the TDCJ offender college program, was diverted to the Office of Financial Aid for use by on-campus students rather than TVCC prison students. This had a negative impact on the enrollment of TDCJ students.

1.13 Changes as a Result of Evaluation

The use of financial aid funds, for offender students is to be studied and a strategy is to be determined for the use of limited TPEG funds and contract money from the TDCJ. Also, Unit Coordinator positions are to be replaced at the Coffield and Michael prison units, with the intention of using these coordinator positions to help with boosting enrollment, as well as assuming administrative responsibilities and ultimately improving the performance of each unit that TVCC serves at Tennessee Colony.

2 Goal TVCC Pre-Service

Establish a Pre-Service Training Academy at the TDCJ Beto Unit in Tennessee Colony, Texas.

2.1 Outcome Description

The TDCJ Instructional Division at TVCC will establish a partnership with the Texas Department of Criminal Justice by FY19, in order to establish a Pre-Service Training Academy at the TDCJ Beto Unit.

2.2 Implementation Strategy

The TDCJ Instructional Division will implement to following strategy:

- Register and enroll TDCJ students
- Provide an instructional budget
- Provide course offerings
- Transcript non-credit pre-service courses
- Provide a non-credit to credit pathway for pre-service students to attain a certificate of completion

2.3 Assessment Method

Increased enrollment and completion of the Texas Higher Education Coordinating Board (THECB) approved TVCC correctional systems certificate of completion is expected by FY19 within the TDCJ Instructional Education Division.

2.4 Criterion (Expected Outcome)

Enrollment within the proposed Pre-Service Academy will be a minimum of 400 students annually.

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 Departmental or TVCC's 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 |
|---|--|
| 1.3.1 | Increase the number of graduates in associate degrees and certificates each year |
| 1.4.2 | Increase course completion rates in workforce education courses |
| 1.3 Academic Success | Academic Success |
| 1.4 Workforce Success | Workforce Success |

2.7.1 Strategic Plan Relationship Narrative

This outcome relates to strategic planning goals: 1.3.1 Increase the number of graduates in associate degrees and certificates each year; 1.4.2 Increase course completion rates in workforce education courses.

2.8 Operational Budget Implications

A preliminary budget has been proposed which shall be finalized by FY19. Once an MOU is approved and signed by TVCC and the TDCJ, the budget and personnel needs will be determined.

2.9 Personnel Budget Implications

A personnel budget shall be determined once a signed and executed MOU between TVCC and the TDCJ is finalized.

2.10 Equipment Budget Implications

An equipment budget has been discussed and shall be determined once an MOU is finalized between TVCC and the TDCJ.

2.11 Personal Notes

2.12 Results/Findings (Data Summary - Analysis & Evaluation)

An MOU was signed between TVCC and the TDCJ and a Coordinator of the Pre-Service Program was employed by TVCC, with the first enrollments beginning September of 2018. To date, total enrollment for the TDCJ Pre-Service Academy is 651 students. The actual enrollment far exceeds the projected enrollment of 400 students and helps to underscore the very positive results of this administrative outcome.

2.13 Changes as a Result of Evaluation

With the initial success of the TVCC-TDCJ Pre-Service Program, special attention and effort will go towards the recruitment and enrollment of Pre-Service graduates into the TVCC Correctional Science certificate and AAS programs. A partnership with the Recruitment and Staffing Office of the Institutional Division of the TDCJ shall be established in order to recruit, enroll and complete students in this specific discipline for FY19/20. Results and changes will be reported at the end of the next reporting cycle.

3 Goal

Improve administrative performance by consolidating administrative staff to one central location. 2.3. Facilities Management.

3.1 Outcome Description Central Office Location

Improve the cohesiveness, communication and administrative performance by consolidating administrative services to one accommodating central location.

3.2 Implementation Strategy

Consider existing facilities in the Palestine/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.

3.3 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.

3.4 Criterion (Expected Outcome)

Administrative function, coordination and enrollment, will improve for the Correctional Education Division once a centralized office facility is completed.

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

No relationship to the QEP.

3.6 Relationship to Departmental or TVCC's Mission

N/A

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)

2.3 Facilities Management

3.7.1 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.

3.8 Operational Budget Implications

The total cost of this remodeled facility in the Calhoun Building located on the Palestine Campus is to be determined. The initial cost of the modular portion of this remodel by Texas Correctional Industries will be \$41,987. Specific operational budget implications shall be determined within FY19.

3.9 Personnel Budget Implications

No personnel budget changes are anticipated.

3.10 Equipment Budget Implications

Equipment budget implications shall be factored in as the remodeling of the facility in the Calhoun Building, Palestine Campus progresses. The modular office build-out portion of this remodeling project by TCI will cost \$41,987.

3.11 Personal Notes Central Facility

The need for this proposed facility was determined and approved in FY18 and shall be developed within FY19.

3.12 Results/Findings (Data Summary - Analysis & Evaluation)

The proposed remodel of the TDCJ offices at the Calhoun Building-Palestine Campus was initiated and completed Fall 2018. The Tennessee Colony office staff was then relocated to this new location in December of 2018. With the relocation of the Tennessee Colony office following the remodeling of the Calhoun Building-Palestine Campus, this goal of consolidating the TDCJ Administrative Services to one centralized location has been achieved.

3.13 Changes as a Result of Evaluation

The efficiency of administrative services has improved significantly and communication between office staff has been greatly enhanced as a result of the achievement of this division goal.

Program Name: 8.2.c Associate VP of Workforce Education
Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 Goal

1.1 Outcome Description Workforce Student Retention

Workforce (CTE) student retention continues to be an issue for many of the workforce programs. Improvements have made over the past three years but still needs to be continuously addressed. By encouraging/mandating incoming AAS degree seeking students to successfully complete the Learning Frameworks course (EDUC 1300, PSYC 1300), 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 Implementation

Based on last year's AO we will continue to study the results of those students majoring in AAS degrees enrolled in Criminal Justice that have taken the Learning Frameworks course during the fall, 2018 semester. Comparisons will be made to determine the success of those student who took (and were successful) in the Learning Frameworks course prior to their Criminal Justice classes taken (fall to spring, 2019).

1.3 Assessment Method Assessment

All Criminal Justice (CJ) AAS majors that successfully completed (grade A-C) a Learning Frameworks class in the fall, 2018 semester will be assessed at the completion of the spring, 2019 semester to determine successful completion (grades A - C) of their CJ classes. Grades of "W," "D" or "F" would indicate failure of this goal.

1.4 Criterion (Expected Outcome) Outcomes

Seventy five percent (75%) of those AAS CJ students who successfully completed the Learning Frameworks class in the fall, 2018 will successfully complete all CJ classes enrolled in the spring, 2019 semester.

1.5 Relationship to the Quality Enhancement Plan (QEP)

Goal #1: Students will improve collegiate survival skills

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 Departmental or TVCC's 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)

1.4 Workforce Success

1.7.1 Strategic Plan Relationship Narrative

1.4 Workforce Success. By providing the student the opportunity to learn the skills and tools to be successful in college courses (Learning Frameworks), this course will continue to aid them in their chosen career field as the content will be applicable to workforce success.

1.8 Operational Budget Implications

No operational budget implications for this goal.

1.9 Personnel Budget Implications

No personnel budget implications for this goal.

1.10 Equipment Budget Implications

No equipment budget implication for this goal.

1.11 Personal Notes IR Supported goal with data

See email from C Daley with data.

1.12 Results/Findings (Data Summary - Analysis & Evaluation) CJ student success following LF course

Fall 2018-Spring 2019

| | Completed CJ class in Spring | Did not complete CJ class in Spring | Grand Total |
|-----------------------------|------------------------------|-------------------------------------|-------------|
| Completed LF in fall | 50.00% | 50.00% | 100.00% |
| Did not complete LF in fall | 43.09% | 56.91% | 100.00% |
| Grand Total | 43.88% | 56.12% | 100.00% |

| | Completed CJ class in Spring | Did not complete CJ class in Spring | Grand Total |
|-----------------------------|------------------------------|-------------------------------------|-------------|
| Completed LF in fall | 13.11% | 10.26% | 11.51% |
| Did not complete LF in fall | 86.89% | 89.74% | 88.49% |
| Grand Total | 100.00% | 100.00% | 100.00% |

| | Completed CJ class in Spring | Did not complete CJ class in Spring | Grand Total |
|-----------------------------|------------------------------|-------------------------------------|-------------|
| Completed LF in fall | 8 | 8 | 16 |
| Did not complete LF in fall | 53 | 70 | 123 |
| Grand | | | |

| | | | |
|-------|----|----|-----|
| Total | 61 | 78 | 139 |
|-------|----|----|-----|

This includes only students who have criminal justice as the major now and adds the other criminal justice course prefixes. I looked for those CJ majors that received a A-C in EDUC/PSYC 1300 in fall 2018. I did not include the one D in the success for Learning Framework. For spring I looked at the CJ courses with a grade of A-D.

1.13 Changes as a Result of Evaluation Next year's goal

The goal(s) for Workforce Education will change for 2019-2020

Program Name: 8.2.c Band Administration
Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 Goal Goal

To improve the quality of playing among members of the TVCC instrumental program.

1.1 Outcome Description

The Fall 2018 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 band directors, and private music instrumental instructors, both full and part time, will work with students to sharpen their skills and technical abilities, assisting students in setting skill-based goals and guiding them in the creation of pathways to reach those goals.

1.3 Assessment Method

By the Spring 2019 Concert, students will be playing music that meets and/or exceeds the average skill level of a community college instrumental ensemble. They will perform musical pieces that are comparable to equivalent ensembles within 4-year University Band programs, and will perform them with representative tone and technique. The determinations of appropriate tone and technique will be made by the department faculty.

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 Departmental or TVCC's 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.

1.7.1 Strategic Plan Relationship Narrative

1.1 Student Engagement - Increase student engagement in collegiate life, both academically and as a member of the college community.

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 2018, Cardinal Regiment continued to improve their performing skills. We continued the pre-game show implemented in the fall of 2017 at every home game, including the Cardettes and Cheerleaders in the pre-game activities. When the 2019 Cardinal Regiment performed their Winter and Spring Concerts, 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. Though we had a greater number of students, we still had some sections which were weak in personnel numbers. However, we were able to perform a variety of music, ranging from the late 1800's to 21st Century original works by Dr. Kenn McSperitt. Our Spring Concert met the 1.4 Criterion mentioned above and I believe the 1.2. This will be updated May/June 2020...

1.13 Changes as a Result of Evaluation

Following the Rubric originally established in the 2015-2016 A. O./Leaps helped considerably. A review of the Rubric was conducted before completing the 2018/2019 A. O. to see if additions or corrections need to be made to bring the Cardinal Regiment program up to the next level of performance, and the original rubric continues to be our guide.

Program Name: 8.2.c Business and Computer Science Education Division Chairperson
Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 Goal

1.1 Outcome Description Sixty percent of the faculty will complete professional deve

Sixty percent of the faculty will complete professional development training beyond the learning day activities.

1.2 Implementation Strategy

Faculty will attend professional development activities, this will allow the faculty to bring new and innovative and refreshing ideas learned for added improvement in the quality of instructional process and hopefully 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)

Sixty 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

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 Departmental or TVCC's 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.

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

e 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)

92 % of the faculty completed professional development outside of Learning Activity Day

1.13 Changes as a Result of Evaluation

Goal met and no changes are necessary

2 Goal

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.

2.1 Outcome Description

Opportunities for students to complete Industry Certified testing will be increased by providing opportunities for students to complete Industry Certification tests, after they have completed the Occupational Skills Awards in the various programs offered at TVCC. Testing will be provided by TVCC to at least 10 students to test for the Industry Certifications ranging from Accounting to Small Business Management to Microsoft Word and Excel.

2.2 Implementation Strategy

Students will be given the opportunity to sit for the Industry Certified Testing in the programs in the Business and Computer Science Division. Tests in Accounting Small Business Entrepreneurship and Microsoft products will be 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 Accounting, Entrepreneurship, and Microsoft Office and Excel. The test will be purchased from Certiport.

2.4 Criterion (Expected Outcome)

Students in the Accounting, Small Business Management Occupational Skills, and Office Technology Programs 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

2.5.1 Narrative of the relationship to the QEP

The addition of the Industry Certification Testing, through the OSA's added to the TVCC Accounting, Management and Business and Computer Science Division will add to the student skills and improve the quality and enhancement of student learning.

2.6 Relationship to Departmental or TVCC's 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.

2.7.1 Strategic Plan Relationship Narrative

Enhance student learning/skills in the Accounting, Management, Business/Computer Science Division by providing a number of Accounting, Management, 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 Industry Certification 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)

A new Small Business Entrepreneurship OSA was begun and has had 2 graduates. In the computer science department the OSA was significantly modified.

The OSA 'was begun in the 2018-2019

In the Computer Science Certificates we dropped the Special topics out and replaced it with another course, is the best of my recollection.

2.13 Changes as a Result of Evaluation

Program Name: 8.2.c Cardettes Administration
Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 Goal

Goal to finish the Fall semester with a high cumulative team GPA.

1.1 Outcome Description

A cumulative GPA of those who completed the Fall semester with a 3.0 GPA or higher.

1.2 Implementation Strategy

To achieve this goal we intend to continue to require 2-3 grade checks throughout the semester, better monitor study hall hours with descriptions of what studies at that time and then create some type of incentive for gaining a 3.0 GPA or higher (t-shirts, or something similar).

1.3 Assessment Method

At the end of the semester acquire all of the GPA's to get the average. Throughout the semester track their progress with grade sheets and study hall hours plus verbal motivation with the students.

1.4 Criterion (Expected Outcome)

Team GPA will be 3.1 or higher with the ultimate goal of 3.43 which was the GPA for spring 2018.

1.5 Relationship to the Quality Enhancement Plan (QEP)

Goal #1: Students will improve collegiate survival skills

1.5.1 Narrative of the relationship to the QEP

1.6 Relationship to Departmental or TVCC's 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)

1.1 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

1.1.1

Increase the satisfaction of student engagement in collegiate life

1.2.2

Increase fall semester to spring semester retention rates

1.7.1 Strategic Plan Relationship Narrative

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)

1.1 Student Engagement - Increase student engagement in collegiate life, both academically and as a member of the college community.

General Outcomes Links

Strategic Plan (Use for Administrative Outcomes) 1 Enhance the Student

1.3.1 Increase the number of graduates in associate degrees and certificates each year

1.8.1 Strategic Plan Relationship Narrative

1.9 Operational Budget Implications

n/a

1.10 Personnel Budget Implications

n/a

1.11 Equipment Budget Implications

n/a

1.12 Personal Notes

1.13 Results/Findings (Data Summary - Analysis & Evaluation)

This overall goal was met with a Fall GPA was 3.0 and the spring GPA of 3.13 however the benchmark or target goal was not met which was a 3.4.

1.14 Changes as a Result of Evaluation

No changes at this time other than try to assist the students in learning better study habits.

2 Goal

Increase the retention rate for 2018-19

2.1 Outcome Description

Have a retention rate of 85% or higher of 2018-19 Freshman Cardettes for the Fall 2018 semester and 95% or higher of the 2018-19 Sophomore Cardettes.

2.2 Implementation Strategy

Count the number of students who will be returning for the Fall 2019 semester.

2.3 Assessment Method

Compared with the number of first year Cardettes who completed the full academic year in the program.

2.4 Criterion (Expected Outcome)

Of the 24 Freshman Cardettes(dancers and escorts) in the Fall of 2018 we intend to have a minimum of 21 returning in the Fall 2019 based on qualifications in academic success, dance success, and

maintaining a good standing within the organization.

2.5 Relationship to the Quality Enhancement Plan (QEP)

Goal #1: Students will improve collegiate survival skills

2.5.1 Narrative of the relationship to the QEP

2.6 Relationship to Departmental or TVCC's 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)

1.1 Student Engagement - Increase student engagement in collegiate life, both academically and as a member of the college community.

2.7.1 Strategic Plan Relationship Narrative

It is highly likely that if the student feels like they are successful in the program and can reach the goals established then they will continue to stay with the program. There are some elements that seem to make the decision for them on whether not to stay that they have no control over; finances, family emergencies, did they participate in the program outside of class or events, etc.

2.8 Operational Budget Implications

2.9 Personnel Budget Implications

2.10 Equipment Budget Implications

2.11 Personal Notes

2.12 Results/Findings (Data Summary - Analysis & Evaluation)

We feel short of this goal but not by much. We had 90% retention rate of the team from Fall to Spring however 100% retention rate for 18-19 freshman heading into the 1920 year.

2.13 Changes as a Result of Evaluation

None at this time. Those that did not return back to the program from fall to spring were for family reasons.

Program Name: 8.2.c Career and Technical Education Division Chairperson
Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 Goal

Assist TVCC Advising Office

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 Departmental or TVCC's 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

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)

I failed to initiate this AO item with the faculty. The Outcome was not followed thru on and was not met. However, some advising guides were created. They are not where they are wanted to be yet. They are a work in progress.

1.13 Changes as a Result of Evaluation

Will create AO that is more realistically capable of being met.

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 Departmental or TVCC's 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

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)

I failed to follow through with this AO it was not met.

2.13 Changes as a Result of Evaluation

Will create AO that is more realistically capable of being met.

Program Name: 8.2.c Coordinator of Career Center
Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

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

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

Implement system in which students can schedule a time with career advisor when appointment is requested through the TVCC website advising page.

Beginning with Cardinal Pride Orientation, discuss with students the importance of career pathway choice, progression, and completion.

Provide resume building, interview skills, and career workshops throughout the year.

Communicate with the high schools in the TVCC service area regarding the TVCC Career Center website as well as sharing the benefits of Career Coach.

Increase engagement with TVCC Career Coach by 15% by 2020.

1.3 Assessment Method

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)

The number of fiscal year graduates will be 10% of fall enrollment by 2020.

1.5 Relationship to the Quality Enhancement Plan (QEP)

Goal #1: Students will improve collegiate survival skills

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.

Students will be made aware of the Career Center as well as the Career Coach program and website for career investigation.

Students will have access to career/workforce advising through the TVCC Advisement Office.

1.6 Relationship to Departmental or TVCC's Mission

Initial contact through the TVCC Advisement Center will allow students to be placed into their desired pathway initially.

30 hour contact with advisor 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

1.4.4

Maintain the state average of workforce education program completers that are either employed or pursuing additional education within one year of graduation

1.4.5

Increase dual credit contact hours in CTE-workforce education courses

1.7.1 Strategic Plan Relationship Narrative

Since student completion is our main focus, efficiency in students getting on chosen pathway and 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)

Communication with service area high schools shows increased interest in career advisement and workforce programs, in addition to the newly-established TVCC Career Coach.
More data needed in the areas of student completion and percentage of degree earners in relation to total enrollment.

1.13 Changes as a Result of Evaluation

Increase the percentage of under-represented portions of the populations in academic, workforce, and non-credit community service and workforce education classes for enrollment and graduation.

Program Name: 8.2.c Coordinator of Student Disabilities
Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

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 Departmental or TVCC's 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.

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 Goal will be replaced for the next cycle

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: #6 Sep 1, 2018 to Aug 31, 2019

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 Departmental or TVCC's 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

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 Director of Athletics
Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

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

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 Departmental or TVCC's 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

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

f

1.12 Results/Findings (Data Summary - Analysis & Evaluation)

Basketball, volleyball, softball, and cheer completed higher than the target. We are working with Coaches and the IT department to determine the exact percentages.

1.13 Changes as a Result of Evaluation

We are transitioning to a new ERP system. It is believed that this new system will allow us quicker and more efficient access to the data which will help us to calculate the results.

Program Name: 8.2.c Director of Distance Learning
Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 Goal LMS Training 2.0

Add accessibility training opportunities for advanced LMS use.

1.1 Outcome Description Implementation Phases

Increase knowledge and practice of creating accessible content in Canvas.

1.2 Implementation Strategy Self-Paced Online Course

Distance Learning will create advanced training courses in Canvas to help faculty learn best practices for developing accessible content. The course will be hosted in Canvas as a self-paced learning experience.

1.3 Assessment Method Course Participation

The number of faculty who complete the training will be tracked and given opportunities to provide feedback. Faculty will submit activities to show understandings of accessibility.

1.4 Criterion (Expected Outcome) 0-5

Currently, no faculty have participated in accessibility training. A goal of 5 faculty completing the training course is set.

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

NA

1.6 Relationship to Departmental or TVCC's 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.

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

1.12 Results/Findings (Data Summary - Analysis & Evaluation) Met Goal with 9 trained
9 faculty members completed the Accessibility Training course.

1.13 Changes as a Result of Evaluation Plans Met
Continued support to train other faculty members will continue.

2 Goal professional development program

Maintain canvas training sessions with additional faculty learning opportunities.

2.1 Outcome Description Increase awareness and use of instructional technology.

Hosted training sessions and discussion opportunities to discover best practices for using Canvas and teaching online.

2.2 Implementation Strategy

1. Provide training sessions via online/remote access in Zoom on topics faculty have noted as needing related to Canvas and online teaching.
2. Host the Canvas Cardinal program. Two faculty members will partner with the Distance Learning office and produce information to share best practices of using instructional technology with fellow faculty.
3. Host the Online Teaching Cohort (OTC) three times a semester with face-to-face meetings. Each meeting is based on surveys of the cohort members needs/interests.

2.3 Assessment Method Number of attendees and responses

The number of attendees will be tracked.

Surveys for training sessions, cohort attendees, and anecdotal notes from the Canvas Cardinals will be gathered.

2.4 Criterion (Expected Outcome) 5 recipients a month

1. In total, at least 5 people will attend the training sessions individually. Follow up communication will be made to determine how the faculty member used the session information to complete an action in their teaching role.
2. The Canvas Cardinals will publish 4 blog posts and receive a comment from at least 1 viewer on each post.
3. Half of the registered faculty to attend the OTC will attend all three meetings. Participation will be judged subjectively and with a survey.

2.5 Relationship to the Quality Enhancement Plan (QEP)

Goal #2: Students will develop a strong connection to TVCC

2.5.1 Narrative of the relationship to the QEP

2.6 Relationship to Departmental or TVCC's 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)

1 Enhance the Student

1.1 Student Engagement

Student Engagement

1.1.9

Increase overall student satisfaction with their experience at TVCC

1.1.1

Increase the satisfaction of student engagement in collegiate life

2.7.1 Strategic Plan Relationship Narrative

2.8 Operational Budget Implications \$100

Lunch will be provided at one Online Teaching Cohort meeting.

2.9 Personnel Budget Implications \$400

Each Canvas Cardinal will be given a stipend.

2.10 Equipment Budget Implications

2.11 Personal Notes

2.12 Results/Findings (Data Summary - Analysis & Evaluation)

1. In total, at least 5 people will attend the training sessions individually. Follow up communication will be made to determine how the faculty member used the session information to complete an action in their teaching role.

Results:

The sessions were hosted were: 1) Plagiarism: Practical Faculty Approaches to Leverage Turnitin Tools 2) How to Integrate Google with Learning 3) Video Ideas and Best Practices 4) Engaging Learners in F2F Classes with Technology 5) Value of Podcasts in Higher Education and 6) Online Student Lounge

Each session had at least 2 participants. Plagiarism had 9 participants. Google had 5 participants.

2. The Canvas Cardinals will publish 4 blog posts and receive a comment from at least 1 viewer on each post.

Results:

Only 1 Canvas Cardinal successfully completed the year. 4 blog posts were published (no comments, but 8 new followers). Additionally, a podcast series was developed, 2 conferences were attended, and a research project was developed and is under way.

3. Half of the registered faculty to attend the OTC will attend all three meetings. Participation will be judged subjectively and with a survey.

Results:

The name of the Online Teaching Cohort was modified to Teaching Cohort. 18 faculty joined the teaching cohort. 3 meetings were held, two in the Fall and one in the Spring semester. Attendance

varied (meeting 1- 15 attendees, meeting 2- approx. half attendees, meeting 3- 7 attendees). Conversations were uplifting and rejuvenating to the faculty. Everyone shared ideas and encouraged one another to try different methods of instruction. A book club was recommended.

2.13 Changes as a Result of Evaluation

- 1) Faculty will be surveyed during Fall 2019 In-service to state what they want DL office to present during the Zoom professional development sessions. In the past, we decided topics and asked for dates. This is a change, to ask for topics.
- 2) We have received no applications for the Canvas Cardinal program. We will move forward by asking the DL committee to group into three smaller sub committees. One of the sub committees will discuss how to help faculty enhance their online course design and investigate a course release for doing a renewed course design. This was the goal of the canvas cardinal program except the incentive was \$ and not a course release.
- 3) The teaching cohort will continue as is. We will plan to host new meetings at least one each semester.

3 Goal LMS Training 2.0

Add video training opportunities for advanced LMS use.

3.1 Outcome Description

Increase knowledge and practice of creating video content in Canvas.

3.2 Implementation Strategy Self-Paced Online Course with Face-to-Face Sessions

Distance Learning will create advanced training courses in Canvas to help faculty learn best practices for developing video content. The course will be hosted in Canvas as a self-paced learning experience.

Distance Learning will host practice sessions to supplement the online course on using video software.

3.3 Assessment Method Course Participation

The number of faculty who complete the training will be tracked and given opportunities to provide feedback. Faculty will attend activities to show understandings of video content. Faculty will report how they use video and if they increase their use of video content.

3.4 Criterion (Expected Outcome) Increase Video Use

Video usage in online courses will increase. (How much of an increase in video use is not known because we will need to determine where each faculty member begins with their current number of video resources.) Faculty will report an average amount of videos they use prior and after the training. Overall increase in video content is the goal.

3.5 Relationship to the Quality Enhancement Plan (QEP)

Not Related to the Quality Enhancement Plan (QEP)

3.5.1 Narrative of the relationship to the QEP

3.6 Relationship to Departmental or TVCC's 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.

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)

1.1 Student Engagement - Increase student engagement in collegiate life, both academically and as a member of the college community.

3.7.1 Strategic Plan Relationship Narrative 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

3.8 Operational Budget Implications

3.9 Personnel Budget Implications

3.10 Equipment Budget Implications \$29,880

Requested in budget for video production software to create a consistent tool for faculty to use for creating and presenting video content.

3.11 Personal Notes

3.12 Results/Findings (Data Summary - Analysis & Evaluation)

The panopto training course was created in Canvas.

70 people has invested time in the training course with individual activity ranging from approx. 2 minutes to 4 hours.

Under 10 minutes: 13 people

Under 1 hr.: 31 people

More than 1 hr.: 26 people

No one complete the video certification activity.

3.13 Changes as a Result of Evaluation

The training resources will stay available to faculty. Additional notifications will be sent out to continue reminding faculty of the resources. Office hours will be available during the first weeks of class to any faculty who need support creating videos. DL team will be visiting Palestine and Terrell to work with faculty on creating introduction videos the week before classes begin in the Fall.

Program Name: 8.2.c Director of Dual Credit
Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 Goal Dual Credit Program

Increase dual credit academic course completion.

1.1 Outcome Description Dual Credit Program

Dual credit students will increase completion of academic core courses with a grade of A, B, C, or D by 2%.

1.2 Implementation Strategy Dual Credit Program

1. Assist Academic Dual Credit Embedded Faculty Division Chair with communication with academic embedded faculty about the importance of course rigor and student completion.
2. Provide academic core promotion, student support services, and tutoring information during Dual Credit Parent Night and student presentations.
3. Provide academic dual credit advising to high school dual credit students.

1.3 Assessment Method Dual Credit Program

To assess the increase of dual credit academic course completion by 2%. THECB CBM reports and TVCC internal data will be utilized.

1.4 Criterion (Expected Outcome) Dual Credit Program

Dual credit student academic core completion will increase by 2% from FY17-18.

1.5 Relationship to the Quality Enhancement Plan (QEP) Dual Credit Program

1.5.1 Narrative of the relationship to the QEP Dual Credit Program

N/A

1.6 Relationship to Departmental or TVCC's 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

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 the 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 goals 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

3% more dual credit students completed academic core courses in FY18-19, with grades of an A, B, C or D.

1.13 Changes as a Result of Evaluation Dual Credit Program

The dual credit program exceeded its FY18-19 goal of increasing dual credit students' completion of academic core courses by 2%.

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. Increase the number of embedded workforce dual credit instructors who will offer embedded workforce dual credit courses for free.
2. Maintain open lines of communication with embedded workforce faculty about the importance of course rigor and student completion.
2. Provide workforce dual credit promotion, student support services, and tutoring information during Dual Credit Parent Night and student presentations.
3. Provide workforce dual credit advising to high school dual credit students.

2.3 Assessment Method Dual Credit Program

To assess the increase of dual credit workforce education course completion by 2%. THECB CBM reports and TVCC internal data will be utilized.

2.4 Criterion (Expected Outcome) Dual Credit Program

Dual credit student workforce education course completion will increase by 2% from FY18.

2.5 Relationship to the Quality Enhancement Plan (QEP) Dual Credit Program

2.5.1 Narrative of the relationship to the QEP Dual Credit Program

N/A

2.6 Relationship to Departmental or TVCC's 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

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 the 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

54.1% more dual credit students completed workforce education courses in FY18-19 than FY17-18, with grades of an A, B, C or D. The dual credit workforce education contact hours increased by 67.5% in FY18-19 over FY17-18.

2.13 Changes as a Result of Evaluation Dual Credit Program

The dual credit program exceeded its FY18-19 goal of increasing dual credit students' completion of workforce education courses by 2%. The dual credit program also exceeded its FY18-19 goal of increasing workforce education contact hours by 2%.

Program Name: 8.2.c Director of Learning Resources
Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

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

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 Departmental or TVCC's 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) Results

A total of six library instruction classes were delivered to the Learning Framework classes. All were conducted on the Athens Campus, with four occurring in the Fall and two in the Spring semester. The librarian on the Palestine campus was new last year and is working on forming relationships with instructors on the campus.

1.13 Changes as a Result of Evaluation Changes

Greater emphasis will be placed on library services and outreach to the Learning Framework instructors (emails and personal visits). The library's are also increasing their digital presence through Canvas (Library Resources button and additional "apps" of library databases) in order to support distance learning sections of Learning Framework.

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

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 Departmental or TVCC's 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 Notes

N/A

2.12 Results/Findings (Data Summary - Analysis & Evaluation) Results

The Director of Learning Resources participated in Cardinal Pride Orientation on the Athens Campus while face to face orientation was not offered in the same format for the other campuses. Results from the orientation survey apply only to the Athens Campus. Overall, the results were positive. When asked, "I know who and where to make contact or get help with resources at the Learning Resource Center," 96.6% of students either strongly agreed or agreed.

2.13 Changes as a Result of Evaluation Changes

Librarians from all campuses will continue to seek involvement in future Cardinal Pride Orientation sessions and will inquire on adding library information to the web version of orientation.

3 Goal Staff Development

All library staff will participate in professional development and or staff training in order to increase patron satisfaction and increase usage of library resources.

3.1 Outcome Description Staff Development

All library staff across all campuses (Athens, Terrell, Palestine, and HSC) will participate in professional/staff development in order to improve customer service skills as reflected on the annual survey.

3.2 Implementation Strategy Staff Development Training Courses

Training offered through the American Library Association, EBSCO, Amigos, Cosugi, and the Texas State Library and Archives Commission will be provided to all library staff.

3.3 Assessment Method Survey Measures

There is a specific question on the LRC survey that states, "LRC staff members are professional, courteous, and helpful." Responses to this question will be measured.

3.4 Criterion (Expected Outcome) Survey Average

Mean averages on student and staff responses to "LRC staff are professional, courteous, and helpful," will increase from 4.53 (student) to 4.75 and from 4.78 (staff and faculty) to 4.85.

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 Indirect Relationship to the QEP

Increasing the satisfaction of students specifically should increase overall quality of the Cardinal Pride experience and students interacting with staff during Learning Framework courses.

3.6 Relationship to Departmental or TVCC's Mission LRC Mission

The general mission of the LRC's is to provide the most efficacious match of materials and service to faculty, staff and students. Improving staff members customer service skills specifically ties to the library's overall 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)

General Outcomes Links

| | |
|---|-----------------------|
| Strategic Plan (Use for Administrative Outcomes) | 1 Enhance the Student |
|---|-----------------------|

1.5.3

Increase the usage of learning resource center-based instructional supports at all learning resource centers (LRCs).

3.7.1 Strategic Plan Relationship Narrative

3.8 Operational Budget Implications Course Costs

Course offerings vary in price ranging from free webinars to upwards of \$500 per course per person.

3.9 Personnel Budget Implications N/A

N/A

3.10 Equipment Budget Implications N/A

N/A

3.11 Personal Notes N/A

N/A

3.12 Results/Findings (Data Summary - Analysis & Evaluation) Results

When asked on the library survey, "LRC Staff members are professional, courteous, and helpful," students from all TVCC campuses and Distance Learning courses responded with a mean score of 4.73 which is a 4.4% increase from the survey in FY 17-18. The goal on the student survey was to increase the mean to 4.75. The faculty and staff survey had a slight decrease from 4.78 to 4.7 for the mean on the same question.

3.13 Changes as a Result of Evaluation Changes

Although neither goal was met there was a slight improvement on the student survey. A minimal decrease in the faculty and staff survey is concerning. All library staff will meet with their respective librarians to discuss ways to improve customer service skills and professionalism. The Athens campus received a specific comment related to testing procedures and actions were taken (procuring a electronic device storage locker) to address the comment.

Program Name: 8.2.c Director of Small Business Development Center
Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 Goal

To provide disaster preparation training to businesses in our service area.

1.1 Outcome Description

Co-host a minimum of five disaster training seminars.

1.2 Implementation Strategy

Contact cities, Chambers of Commerce and the SBA to create an effective cooperative team.

1.3 Assessment Method

Number of seminars offered must hit or exceed five.

1.4 Criterion (Expected Outcome)

Heightened awareness of our services.

1.5 Relationship to the Quality Enhancement Plan (QEP)

Not Related to the Quality Enhancement Plan (QEP)

1.5.1 Narrative of the relationship to the QEP

No relationship

1.6 Relationship to Departmental or TVCC's Mission Unit mission

The SBDC desires strong economic growth in our service area and preservation of economic opportunities supporting students and the tax base 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)

3.4 Community Service

1.7.1 Strategic Plan Relationship Narrative

The SBDC seeks to enhance the economic vitality of the college service area.

1.8 Operational Budget Implications

No impact on budget

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)

1.13 Changes as a Result of Evaluation Disaster seminars

Several potential stakeholder organizations that we hoped would co-sponsor decided not to go forward. Disaster seminars were important right after a hurricane then people lost interest fast. We put this to a lower priority.

2 Goal

To generate enhanced financial support from some of our stakeholders.

2.1 Outcome Description

Approach certain stakeholders for an increase or initiation of an unrestricted financial contribution for the SBDC program.

2.2 Implementation Strategy

Make presentations and requests to targeted organizations.

2.3 Assessment Method

Measure to see if cash contributions hit \$20,000.

2.4 Criterion (Expected Outcome)

\$5,000 additional contribution from Palestine or another EDC.

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 Departmental or TVCC's Mission

In a time of possible state budget cuts, local outside funding sources can assist to create reserve funds for the SBDC's projects.

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)

3.4 Community Service

2.7.1 Strategic Plan Relationship Narrative

none

2.8 Operational Budget Implications

none

2.9 Personnel Budget Implications

None

2.10 Equipment Budget Implications

none

2.11 Personal Notes

none

2.12 Results/Findings (Data Summary - Analysis & Evaluation)

For the third year in a row, the Economic Development office of Forney provided \$10,000 in unrestricted funds.

2.13 Changes as a Result of Evaluation

To be determined

3 Goal

Integrate a new part time Business Adviser to serve Anderson County.

3.1 Outcome Description

Integrate half time employee into SBDC organization serving Anderson County. Generate the client impact in Anderson County equal to HENDERSON County.

3.2 Implementation Strategy

Staff will plan training for, conduct outreach for, work closely with and share strategies and planning with.

3.3 Assessment Method

We will measure the number of clients served, goals met.

3.4 Criterion (Expected Outcome)

Thirty four clients served 125 jobs supported, six business starts and 350 consulting and prep hours.

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 Relationship to QEP

No direct relationship.

3.6 Relationship to Departmental or TVCC's Mission Relationship to Unit Mission

No 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)

3.4 Community Service

3.7.1 Strategic Plan Relationship Narrative

None

3.8 Operational Budget Implications

None

3.9 Personnel Budget Implications

All funds contributed by regional headquarters.

3.10 Equipment Budget Implications

None

3.11 Personal Notes

None

3.12 Results/Findings (Data Summary - Analysis & Evaluation)

The position in Palestine underperformed in hours counseled, clients engaged, financing obtained and new business starts. By all measures Westgate was underperforming.

Results showed we needed to support Palestine by sharing a full timer into that area until it could be built up to a regular half time position. ONE day per week instead of 19 hours per week.

Regional network leadership supported a new full time position to be used this way. They funded that full time position.

3.13 Changes as a Result of Evaluation

To be determined.

Program Name: 8.2.c Director of Student Engagement
Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

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

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 Departmental or TVCC's 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)

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)

1.13 Changes as a Result of Evaluation

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

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 Departmental or TVCC's 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)

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

2.12 Results/Findings (Data Summary - Analysis & Evaluation)

2.13 Changes as a Result of Evaluation

3 Goal Student Life HUB

We hope to give student organizations a better quality of life and student retention with a new space for them to belong.

3.1 Outcome Description New Student Life HUB

We want student organizations to be more consistent from year to year to continue to grow and succeed.

3.2 Implementation Strategy

3.3 Assessment Method Schedules and Logs

We will record a log of individual students utilizing the space as well as a schedule of when student organizations use the meeting room.

3.4 Criterion (Expected Outcome)

We hope to have an average of 10 students per day and 3 student organization meetings per week. Previous numbers are not available as this is a new space.

3.5 Relationship to the Quality Enhancement Plan (QEP)

Goal #2: Students will develop a strong connection to TVCC

3.5.1 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.

3.6 Relationship to Departmental or TVCC's Mission

Student Engagement events help students get connected which leads to retention and completion.

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)

3.7.1 Strategic Plan Relationship Narrative

Engagement events help create an atmosphere of more engagement and a better overall experience while at TVCC

3.8 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.

3.9 Personnel Budget Implications None

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3.10 Equipment Budget Implications Plastic Holders

Only cost is to replace the holders if they break.

3.11 Personal Notes

3.12 Results/Findings (Data Summary - Analysis & Evaluation)

3.13 Changes as a Result of Evaluation

Program Name: 8.2.c Director of Student Financial Aid and Veterans Services
Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 Goal

1.1 Outcome Description

Implement the Colleague system.

1.2 Implementation Strategy

Attend training and work with consultant.

1.3 Assessment Method

Review the processing of isirs.

1.4 Criterion (Expected Outcome)

Draw down isirs and package funds by the end of the academic

1.5 Relationship to the Quality Enhancement Plan (QEP)

1.5.1 Narrative of the relationship to the QEP

1.6 Relationship to Departmental or TVCC's Mission

This will enable students to receive funds more timely.

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

The cost for the new systems is budgeted and approved.

1.9 Personnel Budget Implications

will review job descriptions

1.10 Equipment Budget Implications

1.11 Personal Notes

N/A

1.12 Results/Findings (Data Summary - Analysis & Evaluation)

The new system has allow us to import, verify and package students in a more timely and accurate way. Timeframe on processing verifying students have been cut in half.

1.13 Changes as a Result of Evaluation

Changes to job descriptions, structure of job duties and job functions re-evaluated and redistributed. Cross-training and more federal and state training is imperative to gain more knowledge to successfully service our student population.

Program Name: 8.2.c Director of Student Housing/Judicial Officer
Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 Goal

The Housing Office will assist in the effort to increase the number of residential students from the Fall 2017 number of residential students.

1.1 Outcome Description

The Housing Office will expect to increase the number of residential students by 5% of the Fall 2017 number of residential students.

1.2 Implementation Strategy

By working with the Office of School Relations and the Athletic and Performing Groups, the Housing Office will assist in promoting living on campus. In addition, the Housing Office will consult with our maintenance department on improving the appearance of our housing facilities.

1.3 Assessment Method

At the end of each semester, the Housing Office will prepare a report to determine if the percentage of residential students has increased.

1.4 Criterion (Expected Outcome)

It is expected that the AY18-19 on campus housing population will increase by at least 5% from AY17-18.

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 related...

1.6 Relationship to Departmental or TVCC's Mission

Provides TVCC with the opportunity to assist more students in keeping them on a 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 TVCC to assist more 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

1.8.1 Strategic Plan Relationship Narrative

Allows TVCC to assist more students to be successful academically and socially which will keep them

on their pathway to graduation.

1.9 Operational Budget Implications

N/A

1.10 Personnel Budget Implications

N/A

1.11 Equipment Budget Implications

N/A

1.12 Personal Notes

No comment

1.13 Results/Findings (Data Summary - Analysis & Evaluation)

The number of residential students increased in the 2018 fall semester by 10% as compared to the 2017 fall semester. FL17-385, FL18-418.

1.14 Changes as a Result of Evaluation

Will continue this process for the 19-20 academic year as a part of the housing analysis.

Program Name: 8.2.c Director of Student Pathways
Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

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

We would like to decrease the students who graduate with more than 150% of the semester hours required to complete their degree or certificate to 10%

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.

Expand enrollment initiatives to include scholarship to completion.

Implement outreach to service area schools for dual credit degree plan audits and continuation of higher education pathway.

Continued expansion of Career Center.

Implementation of new computer system (Colleague) will allow students to plan their pathway and track the "what ifs" of incorporating course work into new programs of study. Planning=time and money spent effectively.

1.3 Assessment Method

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)

The number of fiscal year graduates will be 15% of fall enrollment by 2020.

1.5 Relationship to the Quality Enhancement Plan (QEP)

Goal #1: Students will improve collegiate survival skills

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 toward the right pathway progression to completion.

Framework provides the opportunity for the student to learn the concepts and tools to be a successful college student.

Cardinal Pride will offer the opportunity to track and provide feedback between the student and student services.

1.6 Relationship to Departmental or TVCC's Mission

Initial contact will ensure a relationship between advisor/student to develop a plan and correct pathway sooner, the 30 hour contact will ensure the students are progressing on the pathway to success and encourage meeting with advisor.

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 |
| 1.2.8 | Improve content of web-based information for all student services related webpages |
| 1.2.9 | Enhance high school students'™ preparedness for college level course work with college and career readiness initiatives |
| 1.1.1 | Increase the satisfaction of student engagement in collegiate life |

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

Communication with Student Success Departments to ensure goals, data, etc. are cohesive in all areas for the benefit of students.

1.12 Results/Findings (Data Summary - Analysis & Evaluation)

122 of 869 (14%) graduated with greater than 150% of required hours for AA, AAS, CERT. (previous year)

System for scheduling appointment with preferred advisor implemented through TVCC Advising Center website.

Implemented dedicated advisor for athletes and cardettes and portal created for coaches to create specified appointment times.

30 hour block implemented to assure students meet with an advisor to assure established pathway and degree audit for graduation plan.

Career Coach implemented for help in discovering pathway.

1.13 Changes as a Result of Evaluation

Goals that have been met were reevaluated and new percentages added to continued desired growth. Continued development of Career Coach to help students reach their goal of a career and/or transfer to a university. Features added for community outreach in listing job postings.

Athletic Advisor position dissolved and athletes, cardettes, and cheer assigned to specified advisor for better check and balance.

Program Name: 8.2.c Director of Student Success
Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

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

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 Departmental or TVCC's 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

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)

23% of students that utilized the Cardinal Success Center this academic year successfully earned an AA, AAS, or Certificate of Completion through the December 2018 or the May 2019 graduation ceremony.

1.13 Changes as a Result of Evaluation Continue the same goal through the next cycle

Continue to monitor graduation rates

Program Name: 8.2.c Director of Testing
Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 Goal Test scores entered into school data base.

Have students' TSI test scores entered into school system before registration.

1.1 Outcome Description

Develop a system to receive and enter students' test grades from the TSI Assessment taken at other colleges, before they meet with TVCC advisors.

1.2 Implementation Strategy

College Board requires signed request forms before performing a Cross-Institutional Score Report search. We have developed a simple form, but this needs to be refined. We will refine and distribute to advisors on all campuses.

Make test score request form more readily available for completion and submittal by students by redesigning Testing website to make TSI Score Request forms available to prospective students before they first meet with TVCC advisors to register for classes.

1.3 Assessment Method

This will be a Benchmark year in determination of how many students use this service.

1.4 Criterion (Expected Outcome)

Cut down student wait time of being advised on classes from minimum 1 hour to a possible 24 hours, waiting on test scores. (Testing Director is only individual on campus that has ability to pull test scores from other institutions. If the Director is not available, student can not be advised without scores.)

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 Departmental or TVCC's Mission Student Service

This relates to student service, so that students has a shorter wait time of being advised for classes. Students are served more effectively and efficiently.

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

| | |
|-------|--|
| 1.1.8 | Develop a comprehensive system to engage students in academic advisement and career advisement from admissions to graduation |
|-------|--|

1.7.1 Strategic Plan Relationship Narrative

New students must have TSI (Texas Success Initiative) scores on file before registering for classes; or be TSI exempt from qualifying SAT/ACT, or EOC scores. The current process for new students who have TSI tested at another school, is to fill out a Test Score retrieval form when they first meet with TVCC advisors. This is then submitted to the Testing Office to perform a search. Based upon activity of Testing Office, this search could result in a student having to wait to be advised anywhere from 1 hour to 24+ hours, depending if Testing Director is available. If students have a convenient way to request their test scores several days prior to meeting with advisors, their scores can be in the system beforehand, cutting down on wait time not only for students, but for advisors as well.

1.8 Operational Budget Implications

There are no operational budget implications to implement this service.

1.9 Personnel Budget Implications

This would not affect the personnel budget in any way, as it is already part of the testing director's duties, it will just make that duty more efficient.

1.10 Equipment Budget Implications

There is no additional equipment needed, so this does not affect the equipment budget in any way.

1.11 Personal Notes

When Accuplacer/College Board gave College Testing Directors the ability to perform Cross-Institutional Score searches, many high school testing centers discontinued printing score reports for their students when testing on their hs campus. Many transferring college students have either lost or do not have ready access to their TSI scores. This enables college testing directors the ability to help students retrieve their scores, however testing directors are busy and cannot pull scores as quick as the students and advisors need or want. Students may need to return on another day to complete the advising process. This is especially frustrating when they have traveled great distances. These scores can be retrieved and entered into the school data system early, as long as students have already been admitted to TVCC.

1.12 Results/Findings (Data Summary - Analysis & Evaluation)

All students' test scores were entered into system same day as testing. Requests for retrieval of test scores from other colleges, were entered into TVCC data base system within 1.5 hours of request received, with the exception of 2 that were sent back for clarification/more information. Some requests were not filled due to no testing information/scores found on student. This was noted on their request.

1.13 Changes as a Result of Evaluation

TSI Score Release/Request Form was reworked to include more information, so that student or advisor making score retrieval request would have more complete information. This helps in having to send requests back for more information. Added also was who was making the request and on which campus. This enables us to contact that person in case a TVCC employee or office is making the request, when needed.

This form was added to the "Testing" webpage, so that transferring students could easily access and request scores before they come to campus. This has resulted in several students making a request, and their scores entered into TVCC system prior to first meetings with advisors. This cuts the wait time of transfer/new students once they come to our campus.

Program Name: 8.2.c Fine Arts Division Chairperson
Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 Goal

90% of Fine Arts faculty who must report LEAP's use the Canvas Learning Outcomes reporting tool to submit their LEAP's findings.

Timeline for goal completion - Spring 2019.

Those who are already using Canvas in their online/hybrid courses will begin reporting LEAP's immediately in Fall 2018, while those who are not familiar with Canvas will be mentored/trained over the course of the fall semester, with the expectation that they will use Canvas in the spring.

1.1 Outcome Description

Prior to Fall, I will create all LEAPS outcomes and rubrics in the Fine Arts Division Resource shell for faculty to import and apply to their LEAPS assignments.

I will meet with all Fine Arts LEAPS instructors in August, prior to the start of classes, to introduce this goal and its expectations. In this meeting we will review how to import the LEAPS outcomes from the division resource shell, and how to adjust the LEAPS rubrics to their individual assessment methods. I will select prior Canvas instructors to "pilot" this plan in the Fall, in order to assess effectiveness and adjust accordingly if needed.

Fine Arts faculty who report LEAPS and who are not Canvas trained will use the Division Resource Shell to report their findings. I will meet with them in the Fall to coach them on this expectation.

90% of FA faculty will report LEAPS through Canvas at the end of Spring 2019.

1.2 Implementation Strategy

I will meet with all Fine Arts LEAPS instructors in August, prior to the start of classes, to introduce this goal and its expectations. In this meeting we will review how to import the LEAPS outcomes from the division resource shell, and how to adjust the LEAPS rubrics to their individual assessment methods. I will select prior Canvas instructors to "pilot" this plan in the Fall, in order to assess effectiveness and adjust accordingly if needed.

Fine Arts faculty who report LEAPS and who are not Canvas trained will use the Division Resource Shell to report their findings. I will meet with them in the Fall to coach them on this expectation.

1.3 Assessment Method

I will use the Canvas Learning Mastery reporting tool in order to assess this goal.

1.4 Criterion (Expected Outcome)

90% of FA faculty will report LEAPS through Canvas at the end of Spring 2019.

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 Departmental or TVCC's 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 2
(Use for Enhance
Administrative the
Outcomes) College

2.6.2 Provide on-going support and training to ensure that assessment cycles are enforced to identify outcomes, actual outcomes are measured, results are analyzed, and actions are taken (or planned) to improve performance; changes, if needed, are made based on the information collected

1.7.1 Strategic Plan Relationship Narrative

Institutional effectiveness benefits from improved reporting methods. By using Canvas to report our LEAPS findings, we are streamlining the process and improving quality of data collected.

General Outcomes Links

Strategic Plan 2
(Use for Enhance
Administrative the
Outcomes) College

2.6.2 Provide on-going support and training to ensure that assessment cycles are enforced to identify outcomes, actual outcomes are measured, results are analyzed, and actions are taken (or planned) to improve performance; changes, if needed, are made based on the information collected

1.8 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)

7/11= 64% of FA Faculty utilized Canvas Outcomes when generating/reporting LEAPS data.

This fell below the 90% benchmark.

1.13 Changes as a Result of Evaluation

Out of the 4 FA faculty who did not use Canvas Outcomes when generating LEAPS results:

1 will move to Workforce

1 will no longer teach the LEAPS course

1 is an embedded instructor - Jan Bedford and I will work to train her on Canvas

1 is on board to develop his shell for Spring 2020 use.

2 Goal

80% of Fine Arts Faculty will utilize the Fine Arts Division Resource Center on Canvas to supplement anticipated administrative and teaching responsibilities.

Timeline - Spring 2019

2.1 Outcome Description

Prior to the beginning of fall classes, I will build the Fine Arts Division Resource shell in Canvas, including the following for faculty use:

- Master syllabi templates
- Instructional Calendar
- LEAPS
 - Introduction for new faculty
 - Assessments and expectations for FA faculty
 - Reporting tools (see other AO for more information)
- Faculty Vitae templates
- Faculty Handbook
- Office Hours template and policy
- Additional documentation/information to be added if necessary

During Fall 2019 In-service, I will use the FA Division Meeting to introduce this new resource center and review its contents with all FA faculty, exploring how each component can supplement and enhance their teaching/administrative experiences.

I will again use this Division Meeting during Spring In-service to verify the usefulness of this center and gather faculty feedback via Google survey. Changes will be made at this point as necessary.

Finally, in Spring 2019, I will use Canvas Analytics to assess user participation, via the following elements on an individual and collective basis:

- Page Views
- Access reports
- Interaction reports
- Time spent in resource center

Expected outcome is that 80% of FA faculty will utilize the Fine Arts Division Resource center - defined as logging into the shell, viewing pages, and/or downloading content.

2.2 Implementation Strategy

Prior to the beginning of fall classes, I will build the Fine Arts Division Resource shell in Canvas, including the following for faculty use:

- Master syllabi templates
- Instructional Calendar
- LEAPS
 - Introduction for new faculty
 - Assessments and expectations for FA faculty
 - Reporting tools (see other AO for more information)
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I will again use this Division Meeting during Spring In-service to verify the usefulness of this center and gather faculty feedback via Google survey. Changes will be made at this point as necessary.

2.3 Assessment Method

In Spring 2019, I will use Canvas Analytics to assess user participation, via the following elements on an individual and collective basis:

- Page Views

- Access reports
- Interaction reports
- Time spent in resource center

2.4 Criterion (Expected Outcome)

Expected outcome is that 80% of FA faculty will utilize the Fine Arts Division Resource center - defined as logging into the shell, viewing pages, and/or downloading content.

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 Departmental or TVCC's Mission

TVCC Faculty are an integral component of our institution. By providing an online resource center to maximize faculty efficiency, we are adding value to TVCC overall, and consequently enhancing the value of the institutional mission of academic excellence.

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

2.7.1 Strategic Plan Relationship Narrative

General Outcomes Links

Strategic Plan (Use for Administrative Outcomes) 2 Enhance the College

2.5.3

Strengthen and enhance the internal system of communication between departments, divisions, and campuses

2.8 Operational Budget Implications

N/A

2.9 Personnel Budget Implications

N/A

2.10 Equipment Budget Implications

N/A

2.11 Personal Notes

N/A

2.12 Results/Findings (Data Summary - Analysis & Evaluation)

20/22= 91% FA Faculty utilized the FA Resource Center over the course of the current cycle.

Page Views: 30,916 page views total, average 1,344 per person, single highest page view: Kenn McSperitt (18,526).

Time Spent: 35,894 minutes total (598 hrs), average 22 hrs per person, single highest time spent: Kenn McSperitt (530 hrs).

2.13 Changes as a Result of Evaluation

Two Faculty did not interact at all with the FA Resource Center, both of which are no longer employed at TVCC.

I will continue to update pertinent policy and forms for faculty use in upcoming cycle. I was very pleased with the overall results, and will continue to look for ways to connect faculty to this shared collaborative space.

Next step: create departmental shells for scheduling and administrative use.

Program Name: 8.2.c Food Services

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 Goal

Improve customer service.

1.1 Outcome Description

Improve customer service.

1.2 Implementation Strategy

Offer training and opportunities for customer feedback.

1.3 Assessment Method

annual survey

1.4 Criterion (Expected Outcome)

Improve over last year's survey results.

1.5 Relationship to the Quality Enhancement Plan (QEP)

Goal #2: Students will develop a strong connection to TVCC

1.5.1 Narrative of the relationship to the QEP

1.6 Relationship to Departmental or TVCC's 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.

1.7.1 Strategic Plan Relationship Narrative

1.8 Operational Budget Implications

n/a

1.9 Personnel Budget Implications

No impact.

1.10 Equipment Budget Implications

1.11 Personal Notes

1.12 Results/Findings (Data Summary - Analysis & Evaluation)

According to the annual surveys, customer service has improved.

1.13 Changes as a Result of Evaluation

Program Name: 8.2.c Health Science Center Student Services

Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 Goal Relationship and Communication

Strengthen relationships between health occupations advising, campuses, departments, advisors, and student services units on other campuses

1.1 Outcome Description

Decrease the occurrences of misinformation and miscommunication regarding the health occupations application process

1.2 Implementation Strategy

Develop opportunities for intentional relationship building and sustainment to ensure that all members of the TVCC advising community are aware of and understand the health occupations application and selection process. Making more frequent visits to other campuses, and meeting with new advisors to explain the process for advising potential applicants.

1.3 Assessment Method

Survey of advisors during fall and spring counselor's meetings.

1.4 Criterion (Expected Outcome)

The level of comfort that college advisors feel with regards to answering student questions about health occupations program selections will be at least a 4.0 on a 5 point Likert scale.

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 Departmental or TVCC's Mission

The mission of this unit is to graduate competent, safe practitioners to meet the employment needs of the community. This goal indirectly relates to that mission by ensuring that students are receiving accurate academic advising prior to entering a health occupations program.

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

Plan Links

2015-2020 Strategic Plan

Advisement Center

Advisement Center

Nursing (Health Occupations)

Nursing (Health Occupations)

1.7.1 Strategic Plan Relationship Narrative

This out come relates to Goal 1.2 of the Strategic Plan. By ensuring that advisors are providing students with accurate information about health occupations programs, students will be better prepared to enter the program with fewer unnecessary, or repeated courses.

1.8 Operational Budget Implications

Sufficient travel budget to support periodic travel to Athens and Palestine Campuses.

1.9 Personnel Budget Implications

Sufficient personnel to implement this strategy will be needed.

1.10 Equipment Budget Implications

1.11 Personal Notes

1.12 Results/Findings (Data Summary - Analysis & Evaluation)

Unfortunately this goal was not achieved. With the new ERP being implemented there were no meetings with Counselors this academic year. Most of the Counselors were involved in testing ERP modules, and were unavailable. I will attempt to accomplish goal this in the future.

1.13 Changes as a Result of Evaluation

New Counselors have been hired recently, and I will meet with them to provide more information about Health Science programs.

2 Goal

Decrease the amount of wait time to see an advisor

2.1 Outcome Description

Decrease the wait time for students, and potential students wanting to meet with the counselor to less than 15 minutes.

2.2 Implementation Strategy

This goal will be accomplished by creating a sign in sheet that includes the time the visitor arrived. Administrative assistants will send reminders to the counselor about visitors who are waiting.

2.3 Assessment Method

Reports that track students served by this office will be compared to the previous semester for the amount of average wait time till appointment per student.

2.4 Criterion (Expected Outcome)

Student wait times will decrease to an average of 15 minutes or less.

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 directly related to QEP.

2.6 Relationship to Departmental or TVCC's Mission

This goal is indirectly related to the unit's mission by providing timely student services to HSC students and the community.

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.

2.7.1 Strategic Plan Relationship Narrative

This outcome relates to TVCC goal 1.1.9 Increase overall student satisfaction with their experience at TVCC.

2.8 Operational Budget Implications

This goal does not affect the operational budget.

2.9 Personnel Budget Implications

Need sufficient staff to implement this goal.

2.10 Equipment Budget Implications

Need sufficient supplies, and equipment to achieve goal.

2.11 Personal Notes

2.12 Results/Findings (Data Summary - Analysis & Evaluation) Analysis of Data and Plan for Continuous Improvement

2018-2019:

Data will be collected for at least another year before setting benchmarks. Moving to the new Terrell Health Science Center will allow us to serve more students, and hiring a Guidance Associate will make decreasing wait times more attainable. Presently the Health Occupations Counselor has been assisting students by providing services face-to-face, over the phone, and via email. From analyzing the student check-in data, it is clear that walk-in traffic peaks between 10:00 a.m. and 2:00 p.m. and that Fridays are the least busy days. The average wait time is less than 10 minutes. Additionally, the data shows that Health Occupations admissions, and financial aid are the main reason students visit the Counselor. Because of this, it is imperative that Health Science Center staff continually update their knowledge about admissions requirements, and financial aid processes. Further consideration will be given to the walk-in visitor wait time calculations.

The Cisco phone system provides information that was not previously available such as the number of calls received, answered, and missed. Of most concern are calls being missed. At the present time, the counselor contacts most missed calls by retrieving phone numbers from caller ID.

Training of staff and student workers, an informative and easy-to-navigate website, and clear and timely communications are all necessary to improve services. Greeting visitors and ensuring they use the check-in system is crucial. With the move to Terrell, TX finding competent student workers to assist possibly in a receptionist capacity may be helpful.

2.13 Changes as a Result of Evaluation

Moving into the Terrell Health Science Center will create a new set of challenges. It is anticipated that more walk-in traffic will occur, as well as an increase in inquiries by phone, but the addition of a Guidance Associate will allow students to be served in a timely manner. The close proximity of the Terrell Campus will make it possible to coordinate advising, and financial aid services for students. It may be possible to have financial aid personnel visit the Health Science Center during orientations, or other activities. Hiring student workers who are not in a Health Science program should allow them to work more hours.

Program Name: 8.2.c Kinesiology Division Chairperson
Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

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. We would also like to offer more mini terms during the 2018-19 year.

1.2 Implementation Strategy

Much like last year, our department head will be responsible for working hand in hand with the distance education director to make sure we reach our goals to better serve our students needs. .

This person, along with Coach Furr, 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, Guy Furr, as a student. This will allow Mr. Furr 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)

We expect open communication between our department and others on campus. We expect people in our department to be current and up to date on events on campus, the objectives of our department, and always working hard to serve our 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

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 Departmental or TVCC's 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

Our department strives to work hand in hand with the mission statements and goals of Trinity Valley Community College, our administrators, and laws of the State of Texas.

1.8 Operational Budget Implications

No budget implications for this year.

1.9 Personnel Budget Implications

None

1.10 Equipment Budget Implications

None

1.11 Personal Notes

1.12 Results/Findings (Data Summary - Analysis & Evaluation)

I am happy to report that this year 100 percent of our lecture courses were taught online using the new Canvas platform. This was an increase by 20 percent from the previous year.

After reviewing the course syllabus for this current evaluation period our department found 90 percent to be in compliance with the current standards from the state and TVCC.

1.13 Changes as a Result of Evaluation

We met our goals for this year and will strive to maintain our 100 percent status.

2 Goal

2.1 Outcome Description

Our second goal for this year is to create an online resource center for the faculty and staff that teach kinesiology. We want to have a one stop resource center that makes it easy for our faculty to stay current and find forms, documents, and operating procedures.

2.2 Implementation Strategy

In order to accomplish this goal we are going to have to work closely with the administrators on campus, the library staff, instructors, the distance learning staff, and outside sources. Dr. Kristin Spizzirri will help guide our department through this process.

2.3 Assessment Method

We will develop a bi-monthly checklist describing the necessary steps in order to stay on task and current. We will also have administrators checking to make sure we are taking the correct steps to reach this goal.

2.4 Criterion (Expected Outcome)

By the end of the year we will have an online resource center to help our faculty and staff. Working together as a team with administrators, our check list, and department head this will be something we can all be proud of.

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 Departmental or TVCC's 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)

1.2 Student Success

2.7.1 Strategic Plan Relationship Narrative

Successful and well prepared teachers help eager students. Our resource center will keep our staff current in order to allow our students success in our field of study.

2.8 Operational Budget Implications

None

2.9 Personnel Budget Implications

none

2.10 Equipment Budget Implications

2.11 Personal Notes

We need to continue to update our faculty recourse page.

2.12 Results/Findings (Data Summary - Analysis & Evaluation)

The Kinesiology Department has developed and maintained a very helpful online resource center for all faculty and staff but have found that only 60% of our department used this tool.

2.13 Changes as a Result of Evaluation

Our faculty resource center has proven to be very helpful and we will continue to improve and update in the future.

Program Name: 8.2.c Language Arts Division Chairperson
Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 Goal Administrative Goal for Language Arts

Looking forward to better instruction, accountability and improved student engagement (Outcome 1.1.3), the Language Arts Division Chair will attend one class of each instructor in her division during the year. Satellite campuses will be exempt.

1.1 Outcome Description Description

The goal is to ensure that all students are engaged in the classroom setting and that instruction is accurate and appropriate in regards to SLO's.

1.2 Implementation Strategy Strategy

The Division Chair will schedule a time to attend a class meeting of each instructor in her division, including ENGL, SPAN, SPCH, HUMA, and Learning Frameworks.

1.3 Assessment Method Method

The Division Chair will attend a class of each instructor in her division. During the class, the Division Chair will make notes from the Faculty Evaluation by Immediate Supervisor /Self Evaluation Component and that will then be shared/discussed with each faculty member during their end of the year summative evaluation. Embedded instructors will be excluded due to accessibility and scheduling.

1.4 Criterion (Expected Outcome) Expected Outcome

Prior to the end of the spring semester, each instructor will meet with the Division Chair to discuss student and self evaluations as well as feedback, comments, and possible concerns regarding classroom visits.

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 Relationship

1.6 Relationship to Departmental or TVCC's 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)

1.1 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

1.2 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

Visiting a class of each instructor will give the Division Chair a better understanding of the teaching style of each instructor and will give a glimpse into the environment of each class. This activity will also allow the Division Chair the opportunity to discuss classroom management and teaching strategies with each faculty member during summative meetings at the end of the Spring semester.

1.12 Results/Findings (Data Summary - Analysis & Evaluation) Findings

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To be evaluated at the end of the Spring semester.

I was able to visit and evaluate 92% of my full-time instructors during the academic year and then discuss the strengths observed during each meeting. I was unable to evaluate 2 full-time faculty on the Palestine campus.

1.13 Changes as a Result of Evaluation Changes

I was able to see the amazing strengths that each instructor in my division brings to the table. We were also able to discuss possible changes or improvements that might be made as well.

2 Goal Goal

In an effort to strengthen and enhance the internal system of communication between the division (2.5.3), the Division Chair will create, add to, and monitor a departmental Resource Center within Canvas.

2.1 Outcome Description Outcome

In an effort to provide easy access to important documents and information vital to the success of the department, its instructors, and students, a Departmental Resource Center will be created and housed within Canvas to improve communication and awareness of information needed by each instructor.

2.2 Implementation Strategy Strategy

After the successful creation of the shell by the Distance Learning Department, each faculty member will be invited to accept an invitation to join the Departmental Resource Center course via Canvas.

2.3 Assessment Method Measure

The division chair will track the number of views by faculty members and the user participation using Canvas Analytics.

2.4 Criterion (Expected Outcome) Results

90% of full-time and adjunct faculty will have utilized the Departmental Resource Center within Canvas during the course of the 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 Narrative

2.6 Relationship to Departmental or TVCC's Mission 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)

2.5 Human Resources

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

The implementation and utilization of a Departmental Resource Center via campus should strengthen and enhance the internal system of communication between members of the division as well as between various departments within the TVCC system.

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

My hope is that each member of my division will feel well-informed about important information regarding instruction and campus wide information as related to students and the classroom.

2.12 Results/Findings (Data Summary - Analysis & Evaluation) Findings

100% of academic division chairs created Learning Resource Centers for their departments.
96% of Language Arts, Speech, Humanities, and Learning Frameworks instructors (both full time and adjunct) accepted the invitation to this resource and utilized it during the academic year.

2.13 Changes as a Result of Evaluation Changes

For the upcoming academic year, I will update the Faculty Resource Center to make it more current.

Program Name: 8.2.c Mathematics Division Chairperson
Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 Goal Departmental Resource Canvas Shell

The goal is Academic Division Chairs will create and utilize the Departmental Resource Shells within Canvas for their respective Departments.

The Math Department will implement across the three gateway courses.

1.1 Outcome Description Increase communication

The intent of this goal is to increase communication and collaboration of academic faculty within the Department among campuses for 2018-2019 year.

1.2 Implementation Strategy DECO/MATH Feedback

The Math Department will create and utilize the Departmental Resource Shells within Canvas for all collaboration and communication among math faculty. The Division Chair will request suggestions/feedback from faculty to determine resources needed as well as changes in format to provide a user-friendly site.

1.3 Assessment Method

Canvas Analytics will be utilized to determine the usage by the faculty based on the instructor and the time spent monthly in the Resource Center.

1.4 Criterion (Expected Outcome)

90% of the math faculty will utilize the Resource Center.

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 Departmental or TVCC's Mission

In order to be a "learner-centered" college, TVCC needs faculty to communicate and actively engage in collaboration with colleagues of our institution and be more informed of current initiatives and ideas of departmental faculty.

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

1.7.1 Strategic Plan Relationship Narrative

This goal relates to Outcome Link 2.6.2 "Enhance a culture of performance improvement by engaging faculty and staff in communication and collaborative opportunities" by creating a tool to improve communication and collaboration among Academic Department faculty.

1.8 Operational Budget Implications

No additional operational budget needed.

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 utilized the Math Resource Center during the 2018-2019 school year.

1.13 Changes as a Result of Evaluation

Based on the results, the goal was met.

2 Goal Increase success rate

The goal is to increase the success rate of students attempting their first college level math.

2.1 Outcome Description

The intent of this goal is to evaluate and create a baseline for the success rate of the gateway courses using the co-requisite model.

2.2 Implementation Strategy

The objective is to evaluate the success rates of the gateway Math courses, Math 1314, Math 1332, and Math 1342 for the first year of implementation using the co-requisite model.

2.3 Assessment Method

The method that will be used to assess the success rate of the gateway courses is reviewing and comparing success rates (grades of A-C) of Developmental data from previous years with the first year co-requisite course data.

2.4 Criterion (Expected Outcome)

The benchmark to accomplish this goal is establish a baseline success rate for the gateway Math courses, Math 1314, Math 1332, and Math 1342 using the co-requisite model.

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 Related to the Quality Enhancement Plan (QEP)

2.6 Relationship to Departmental or TVCC's Mission

The Unit Mission requires us to "prepare and empower students for success". The co-requisite model course is designed to provide support to successful complete their first college Math course in one semester.

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

| | |
|-------|---|
| 1.3.3 | Increase the success rate of students attempting their first college level Math or English course |
|-------|---|

2.7.1 Strategic Plan Relationship Narrative

This goal relates to Outcome Link 1.3.3 "Increase the success rate of students attempting their first college level math or English course" by teaching students support topics as well as college level Math topics using the co-requisite model.

2.8 Operational Budget Implications

No additional operational budget needed.

2.9 Personnel Budget Implications

No additional personnel needed.

2.10 Equipment Budget Implications

No additional equipment needed.

2.11 Personal Notes

No personal notes

2.12 Results/Findings (Data Summary - Analysis & Evaluation)

The Mathematics Division reviews the success rates for the fall semester to determine changes necessary to make improvements for the Spring semester. Shown below are overall success rates for both fall and spring semesters. In addition, the department continues to have meetings and several instructors attend professional development opportunities to discuss and learn more about active learning strategies for the co-requisite model during the first year of implementation.

Success rates by core objectives for each gateway course:

College Algebra - Math 1314

CM - 67% stand-alone, 42% Deco, and 57% overall

CT - 69% stand-alone, 40% Deco, and 58% overall

EQ - 66% stand-alone, 38% Deco, and 56% overall

Contemporary Math - Math 1332

CM - 59% stand-alone, 73% Deco, and 67% overall

CT - 85% stand-alone, 81% Deco, and 83% overall

EQ - 83% stand-alone, 78% Deco, and 80% overall

Statistics - Math 1342 (make changes)

CM - 73% stand-alone, 45% Deco, and 65% overall
CT - 72% stand-alone, 38% Deco, and 62% overall
EQ - 68% stand-alone, 33% Deco, and 58% overall

2.13 Changes as a Result of Evaluation

Shown below are the results and plans for upcoming year.

College Algebra - Math 1314

Overall, goals of 75% for all core objectives were not met. When reviewing the results of the stand-alone classes, the goals for all core objectives were very close.

We are adding two new courses next year, Devl 0309 Beginning Algebra and Deco 0324 for Business Math. These two courses will pull students from the Deco 0314. The lowest group of students with TSI score of 324 or lower will enroll in Devl 0309 and students majoring in Business will enroll in Deco 0324. These changes should effect the results for the Deco 0314 course in the upcoming year.

Contemporary Math - Math 1332

Overall, goals of 70% for CT and EQ were met; however, CM goal was not met, but very close. The overall results were slightly higher than those from last year - CM 65% overall, CT 79% overall, and EQ 77% overall. This improvement is based on 1st year results of teaching the co-requisite courses.

Statistics - Math 1342

Overall, goals of 70% for all core objectives were not met. When reviewing the results of the stand-alone classes, the goals for CM and CT were met and EQ was very close.

For all 3 Deco courses

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. We are interested in improving the overall results of both the stand-alone and co-requisite (Deco) course.

Deco students are required to complete mandatory tutoring if repeating the Deco course. In addition, Deco students taking the Deco course for the third time will be required to meet with a mentor.

In conclusion, 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 Palestine Campus Student Services
Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 Goal

Determine the average wait time for students for registration/advising/financial aid. Determine if the wait time can be reduced by streamlining the registration process.

1.1 Outcome Description

Determine how long students are having to wait for assistance during peak and off-peak periods of time. Identify the causes for the wait and seek ways to reduce this time, while continuing to offer excellent customer service.

1.2 Implementation Strategy

Record start and end times for advising on the advising sheet. Record start and end times of students' office visit.

1.3 Assessment Method

This year is the baseline so we do not have previous data with which to measure wait times.

1.4 Criterion (Expected Outcome)

Student wait time during peak and off-peak periods will be measured. If the times need to be reduced, then the staff will seek ways to stream line the process.

1.5 Relationship to the Quality Enhancement Plan (QEP)

1.5.1 Narrative of the relationship to the QEP

N/A

1.6 Relationship to Departmental or TVCC's 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 |
|---|-----------------------|

| | |
|-------|--|
| 1.1.1 | 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

This outcome relates to the TVCC Strategic goals 1.1.1, increasing student satisfaction of student

engagement in collegiate life, 1.1.2, providing students with a comprehensive college experience that enhances growth, and 1.1.0, increasing overall student satisfaction with the experience at TVCC. By reducing wait time to receive assistance with registration, advising and financial aid, the student will experience less frustration and have a more positive view of the student services process at TVCC.

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)

Student wait time varies from no wait to 30 minutes. The wait depends on whether or not we are fully staffed that day, what time of day the student arrives, and what part of the enrollment cycle we are in. During the summer, traffic to the office slows down, but we also have employees on vacation, so the wait time during the summer is not necessarily shorter.

Peak hours for students to arrive are between 11:30 am and 1:00 pm, which is also when the employees are staggering lunches. This is the period when the wait time is the longest.

1.13 Changes as a Result of Evaluation

Some of the staff are taking lunch later in the day so that we have more staff during peak times.

Program Name: 8.2.c Provost TVCC Health Science Center
Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

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 Departmental or TVCC's 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 2019 - HESI Exit - Average 886; National Average 855 - Met
VN Class of 2018 - Kaufman - ATI - Average 71.9; National Average 69.1 - Met
VN Class of 2019 - Palestine - ATI - Average 76.7; National Average 69.1 - Met.
All groups met the benchmarks.

1.13 Changes as a Result of Evaluation

ADN Faculty will continue to encourage students to attain Mastery Level of 3 by the end of the program (Level 1 by end of 1st year and Level 2 by the end of fall semester) and continue to hold them accountable for working to meet those benchmarks.
VN Kaufman faculty and VN Palestine faculty will continue strategies, including holding students accountable for their ATI remediation.

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 Departmental or TVCC's 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)

VN Palestine - All above 30th percentile except Health Restoration - Complex at 23rd percentile. Not met.

VN Kaufman - All above 30th percentile except Basic Care & Comfort at 16th and Endocrine/Metabolic at 29th. Not met.

ADN - All above 30th percentile except for Reduction of Risk percentile at 29th. Not met.

2.13 Changes as a Result of Evaluation

ADN faculty will work on including questions testing reduction of risk potential including diagnostic exams and complications on each exam. They will create a custom mastery EAQ assignment each semester for students to work on improving their mastery level. Faculty will use questions during class as an example. Faculty have included negative consequences on concept care maps starting in Level I so this should get better for the next graduating class.

For Basic care and comfort, VN Kaufman faculty will do an exercise where the students are placed in skills lab beds and cared for by peers. The groups will switch and then compare the basics of comforts. The groups will also determine with some help areas they didn't think about. For the Endocrine area, students will participate in a group project in Level 2 where they are assigned the concept of the metabolic rate. They will have to tie into a covered endocrine disease other than DM. VN Palestine Coordinator will discuss with faculty the low performance in this area to bring awareness for enhanced focus in this area, as well as, collaborate on new/different ideas for improvement and evaluation. The faculty will incorporate more complex case study scenarios and simulations that deepen the critical thinking skills needed by novice nurses. These scenarios will have a focus on integrating multiple chronic illnesses with new acute illnesses/trauma, the nursing process, and patient outcomes. The faculty will evaluate this content category on future NCLEX-PN/ATI reports.

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 Departmental or TVCC's 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)

Perkins Data Resources Report for 2017 - 2018

VN & Nursing Assistants: 100% in 2016; 96.17% for 2013-2016. Met.

ADN: 97% in 2016; 94.65% for 2013 - 2016. Met.

EMT: 90% in 2016; 90% for 2013 -2016. Met.

SGT: 90.91% i 2016; 96.55% for 2013 - 2016. Met.

All programs met.

3.13 Changes as a Result of Evaluation

Will continue current strategies. Will move job fair in April to Terrell Health Science Center. Will share GradCast and After College with students. Will share any information about open jobs with students.

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 Departmental or TVCC's 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)

Paramedics - Class of 2019 had (6/13) 46% pass rate on the National Registry exam on 1st attempt. Not met.

Surgical Technology - Class of 2019 had 100% pass rate on the CST exam on first attempt. Met.

ADN - Class of 2018 had 90.32% pass rate on the NCLEX-RN. Met.

VN Kaufman - Class of 2018 had 100% pass rate on the NCLEX-PN. Met.

VN Palestine - Class of 2018 had 94.4% pass rate on the NCLEX-PN. Met.

PCT - 7/8 students in Fall class of 2018 passed CNA exam on 1st attempt = 88% success rate ; 9/9 students in Spring class of 2019 passed CNA exam on 1st attempt = 100% Not met in fall but met in spring.

EMT Basic - First attempt program wide 7/17 (41%); All attempts program wide 10/17 (58.8%) Not met

4.13 Changes as a Result of Evaluation

Paramedic - The faculty have adopted the My Brady Lab®. This companion website includes customized study plans that are based on student success. Interactive case studies are also on the website. It encourages the students to read.

ADN - Faculty will continue to emphasize students reaching higher levels of EAQ mastery and holding the students accountable for this.

VN Kaufman - Faculty will have students do more practice questions too, including the practice ATI and have them do remediation if the practice exam results are not high enough.

VN Palestine - Will continue current strategies including the emphasis on ATI resources and ATI remediation.

EMT Basic - Students will continue to be encouraged to consider using one of the on-line test prep services before they attempt the NR exam for further practice in taking higher order, critical thinking

examinations. Students who have not completed clinical rotations or tested will be sent reminders with increased frequency. Students will be reminded that the further the time from class completion to testing generally results in diminished chances of passing the exam. Provost will ask EMT Basic faculty to collaborate to work on strategies to improve retention and NREMT success as one instructor has higher pass rates but lower retention and the other has lower pass rates and higher retention. EMT website will be created that will share information about immunizations so students can get started sooner, and will share information about where to get lower cost immunizations.

Surgical Technology - Faculty will continue current strategies.

Patient Care Technology - Instructor will continue current strategies but will be sure to remind students not to take laminated Social security card when they go to test, which disrupted student testing in the spring. Will continue to have students practice for the CNA skills exam and will work with students who feel they need extra practice and encouragement.

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 Departmental or TVCC's 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)

1. 15 of 22 students in VN Kaufman program graduated within 1 year for a 68% success rate. 17 of 23 students in VN Palestine program graduated within 1 year for a 73.9% success rate. Not met.
2. 8/10 SGT students starting in fall 2018 graduated in May 2019 for 80% success rate - Met.
3. 8/8 PCT students in fall 2018 and 9/9 students in spring 2019 graduated within 1 semester for a 100% success rate. Met.
4. 49.6% of ADN students starting in August 2017 or May 2018 (transition) graduated in May 2019. Not met.
5. 10/18 of the EMS paramedic students starting in summer 2018 graduated in May 2019 for a 56% success rate. Not met.
6. 35/69 of the EMT basic students completed the EMT basic courses in 1 semester in 2018 - 2019 for a 51% success rate. Not met.

5.13 Changes as a Result of Evaluation

ADN - The revised selections criteria were implemented and retention rate was improved in fall 2018 but not high enough to meet the benchmark. Retention coordinator was hired in fall 2018 using Nursing Shortage Reduction grant funds but didn't start doing test reviews with students until November, so will be able to get started earlier in fall 2019. Will only admit transition students who fail transition courses but score at least 73% to the generic program in the fall, so faculty will be able to devote more time to the generic students. Will work on staying fully staffed for the whole academic year so faculty have more time to work with students. In summer of 2020, the Associate Vice Provost

will be available to help the Provost with the transition students so hopefully the retention rate for that class will improve in 2020. Faculty have worked on item writing over the last year, so hopefully tests will be better written and capture students' true competence. The Target: Two Year program will continue to help keep students on target in the program. Will ask faculty to not put so many Select All That Apply questions in beginning transition exams in summer 2020.

SGT - Will continue current strategies. Coordinator provides one-to-one guidance to any students who are struggling.

PCT - Will continue current strategies. Coordinator provides one-to-one guidance to any students who are struggling.

VN - Instructors/Coordinators will continue to work on marketing strategies to increase the pool of applicants so that more highly qualified applicants will be selected. For VN Kaufman, only ADN students who score 73% or higher but don't pass ADN will be invited to join the VN program in the event of last minute openings. Will continue to provide one-on-one test counseling to help students who are struggling.

EMT Basic - Will investigate best practices for number of hours for the EMT basic level as instructor noted that the number of hours per week has not changed for many years but the content the students are expected to master has increased and then will research available WECM courses to see which courses or contact hour combinations will fit. Former students will continue to be contacted to recruit quality students. Feedback from students concurrently enrolled in Learning Frameworks that the information on study habits and test taking strategies was not helpful as they were covered late in the semester was shared with Amy Rogers so hopefully this will result in changes that will make it more helpful.

EMT Paramedic - This is the first year that the new Paramedic lead instructor has taken full responsibility for the teaching in the paramedic program so it is hoped that this consistency will be helpful. The MyBradyLab has been adopted for the 2019-2020 class to help make students accountable for their reading and to offer them extra strategies to get engaged in the content.

6 Goal

Improve the daily operations of the HSC.

6.1 Outcome Description

The daily operations of the HSC office and testing center will be conducted effectively and efficiently, in a friendly, cooperative manner.

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

TVCC Fall Satisfaction Survey will be scored and results reviewed for the Kaufman campus.

6.4 Criterion (Expected Outcome)

The HSC will score an average of 4 on a 5 point Likert scale from the TVCC Fall Satisfaction Survey on items related to effectiveness and efficiency of daily guidance/counseling, business office/cashier and testing center operations 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 Departmental or TVCC's 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 testing center..

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)

In the spring TVCC Student Satisfaction survey - the results were:

Guidance/counseling - average of 4.58

Business office - average of 4.31

Testing - average of 4.6

All areas met the benchmark of 4.0.

6.14 Changes as a Result of Evaluation

Will work with staff in guidance/counseling, business office and testing to develop plan to transition to

the Terrell Health Science Center that will maintain or improve current levels of service to students so that student satisfaction is maintained.

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 Departmental or TVCC's 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)

Retention rates:

Level I - 72% Not met.

Level II - 86.4% Met.

Transition - 68% Not met.

Level III - 94% Met.

Level IV - 91% Not met.

3 of 5 levels did not meet the benchmark. For Level I and II in 17 - 18 - retention over the year was 55.4% and in 18 - 19 retention over the year was 58.9%. Class for 18 - 19 is the first under the revised selection criteria.

7.13 Changes as a Result of Evaluation

The revised selections criteria were implemented and retention rate was improved in fall 2018 but not high enough to meet the benchmark. Retention coordinator was hired in fall 2018 using Nursing Shortage Reduction grant funds but didn't start doing test reviews with students until November, so will be able to get started earlier in fall 2019. Will only admit transition students who fail transition courses but score at least 73% to the generic program in the fall, so faculty will be able to devote more time to the generic students. Will work on staying fully staffed for the whole academic year so faculty have more time to work with students. In summer of 2020, the Associate Vice Provost will be available to help the Provost with the transition students so hopefully the retention rate for that class will improve in 2020. Faculty have worked on item writing over the last year, so hopefully tests will be better written and capture students' true competence. The Target: Two Year program will continue to help keep students on target in the program. Will ask faculty to not put so many Select All That Apply questions in beginning transition exams in summer 2020.

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 implement the plans for renovation of the Terrell hospital.

8.3 Assessment Method

The daily operations and HSC classes will move to the Terrell Health Science Center by the start of the Mini2 semester in summer 2019.

8.4 Criterion (Expected Outcome)

Classes will begin at the Terrell Health Science Center in May 2019 with minimal disruption.

8.5 Relationship to the Quality Enhancement Plan (QEP)

8.5.1 Narrative of the relationship to the QEP

8.6 Relationship to Departmental or TVCC's 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 continue to be available.

8.9 Personnel Budget Implications

Will request personnel for the start of the summer/fall 2019 semesters that will be needed for functioning of the Health Science Center.

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)

The Terrell Health Science Center was not ready for occupancy in May 2019 and the move was delayed until fall 2019. At this time (July 21st) there is still not a definitive move date. It could be at the beginning of the fall semester (August 26th) or it could be delayed until mid-September.

8.13 Changes as a Result of Evaluation

Provost and faculty will work on Plan B to enact if the move does not take place before the semester begins. The Provost will coordinate the move with Leon Hanson from the Athens campus when the go ahead is given. Announcements will be made to keep students and faculty informed of where they need to be and when.

9 Goal

Students will start ADN program with a better foundation of understanding Anatomy & Physiology.

9.1 Outcome Description

Students will start ADN program with a better foundation of understanding Anatomy & Physiology.

9.2 Implementation Strategy

Students accepted to the ADN program will be given an A&P pre-test in May after being selected. Those who score less than 70% will be required to do remediation over the summer with either RNSG 1311 Nursing Pathophysiology or the A&P Continuing Ed Refresher Course. Students will take a post-test in August before the start of the ADN program.

9.3 Assessment Method

Pre- and post-test over Anatomy & Physiology

9.4 Criterion (Expected Outcome)

ADN students will score at least 59% average on the A&P post-test in August of 2019. (2016 = 52% average; 2017 = 51% average; 2018 = 55% average). ADN students will increase their score from pre-test to post-test by an average of 6 points. (Increase was 5.83% in 2018)

9.5 Relationship to the Quality Enhancement Plan (QEP)

Not Related to the Quality Enhancement Plan (QEP)

9.5.1 Narrative of the relationship to the QEP

N/A

9.6 Relationship to Departmental or TVCC's Mission

With the mission to graduate competent nurses, this goal will help students develop a better foundation of knowledge in A&P to help them be more successful in the program.

9.7 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

1.4.2

Increase course completion rates in workforce education courses

9.7.1 Strategic Plan Relationship Narrative

With a better foundation in A&P, students will be more successful, leading to a higher retention rate.

9.8 Operational Budget Implications

No extra budget implications.

9.9 Personnel Budget Implications

Will need personnel budget to offer RNSG 1311 and the A&P CE Refresher Course.

9.10 Equipment Budget Implications

No extra equipment needed except for functioning Canvas.

9.11 Personal Notes

9.12 Results/Findings (Data Summary - Analysis & Evaluation)

Class of 2021 scored 53.48% average on the pre-test A&P test - up from 49.28 for the class of 2020. On the post-test, the students scored an average of 56.88%, up from 55% in 2018. The average increase was +7.06%.

9.13 Changes as a Result of Evaluation

On the post-test, the students scored an average of 56.88%, up from 55% in 2018. This did not meet the benchmark of 59%. The average increase was +7.06%. This did meet the benchmark of being higher by 6%. There were 18 students who passed the pre-test and did not have to take the post-test. This is the highest number thus far. We will do an analysis to determine if there is any correlation between the grades the students earned in the summer A&P CE refresher course or the RNSG 1311 Pathophysiology course to help guide what advice to give students next year. It is hoped that with higher A&P knowledge, students will do better and retention in the ADN program will be higher. Will continue to strive for the post-test benchmark of 59%.

Program Name: 8.2.c Provost TVCC Palestine Campus
Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 Goal Enhance the Quality of Education for students

The goal is to enhance the quality of education for the TVCC-Palestine students by enhancing the learning atmosphere in the Palestine library.

1.1 Outcome Description Enhance Academic Services in the Library

The goal is to enhance the services provided in the TVCC-Palestine library to better serve the students' needs.

1.2 Implementation Strategy Increase Student Desire to use library

The steps will be to:

Relocate the Tutor/Testing Coordinator to the library

Work with the new librarian to create a student friendly atmosphere

Move the computer check in from the front entrance to the testing entrance

Provide a "welcome activity" for students during the first week of classes

1.3 Assessment Method Measurement

Measure the number of student users during the 2018/2019 academic year and compare to previous years.

1.4 Criterion (Expected Outcome) Target

Student use of the library will increase by 10% over the 2017/2018 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

NA

1.6 Relationship to Departmental or TVCC's 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)

1.5 Learning Resources

1.7.1 Strategic Plan Relationship Narrative Enhance the library

The goal to enhance the Palestine library is a direct result of the TVCC strategic plan. Doing so will enhance the student by improving the learning opportunities, enhancing the learning atmosphere, and creating a better environment for students to learn and utilize the library.

1.8 Operational Budget Implications Budget

There are no expected budget implications other than the person hours required to make the physical changes.

1.9 Personnel Budget Implications Personnel

All personnel to accomplish this goal are already budgeted, so there should be no effect on the budget.

1.10 Equipment Budget Implications Equipment needs

All needed equipment already exist.

1.11 Personal Notes

NA

1.12 Results/Findings (Data Summary - Analysis & Evaluation) Student Use of Library

The Testing and Tutoring was successfully moved to the LRC. Unfortunately, the sign in computer for the library was moved to the Testing room to track the students who specifically came for testing and/or tutoring. This move made the library more open, in that the computer was viewed by some as a gatekeeper device. Without the computer at the door, we were hoping it would increase the number of student users in the library. The unfortunate side effect was it invalidated our count data for this year. Without a count mechanism at the door, we cannot compare data from this year to previous years.

1.13 Changes as a Result of Evaluation Student Use of Library

The changes that the findings indicate are two. First, we need to repeat the study specifically for testing and tutoring. We will be able to compare next year's data with this year's data to look for an increase in testing and tutoring. Second, we need to replace the old gate counter that no longer counts in the library with a new method of counting entries and exits in the library.

Program Name: 8.2.c Provost TVCC Terrell Campus
Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 Goal

Determine the success rate of students enrolled in developmental math courses (DECO) 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 State mandated developmental education model. The model implemented by TVCC is the co-requisite model; meaning that those students who are not TSI complete will be concurrently enrolled in the core math course as well as a three hour extension of this same course. It is anticipated that due to the model being used, there could be a reduction in the number of students who actually need tutoring.

1.2 Implementation Strategy

Students will be tracked throughout the semester indicating the number of hours tutored, the final grades earned in each of the DECO math courses.

1.3 Assessment Method

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 the math DECO 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 (DECO) course currently enrolled.

1.5 Relationship to the Quality Enhancement Plan (QEP)

Goal #1: Students will improve collegiate survival skills

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 (DECO) developmental math students.

1.6 Relationship to Departmental or TVCC's 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 (DECO) developmental math courses and the degree in which they have utilized 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 DECO developmental math courses will be considered, however, it is anticipated that DECO English courses will be considered at a later date.

1.12 Results/Findings (Data Summary - Analysis & Evaluation)

Data Review Fall 2017: 20 Developmental Math students participated in the tutoring program during the Fall 2017 semester. 71% of students passed the course successfully, reached their course goal to obtain an IP (*In Progress*) status, or withdrew from the course for unknown reasons. 29% of students failed the course with an F. The data includes students that received more than 1.25 hours of tutoring. **The Fall 2018 semester represented a change in addressing the needs of students who were to be placed in developmental math courses. As mandated by the State of Texas, community colleges were required to provide a corequisite model of student development. Meaning that students would be placed in the Core (transfer) Math course such as College Algebra alongside the DECO (developmental) course. This change should result in allowing students to more quickly move through remediation and at the same time, if successful, complete the Core math course.**

Data Review Fall 2018 indicates that 25 DECO Math students participated in the tutoring program during the Fall 2018 semester. 80% of students passed Math DECO 0314 or 0342 successfully or withdrew from the course for unknown reasons. 20% of students failed the course with an F. The data also includes students that received more than 1.25 hours of tutoring.

Fall 2017/ Fall 2018 Data Comparison The Math DECO Data for Fall 2018 shows a 9% increase in the amount of students that successfully completed the course or withdrew for unknown reasons. This data was based on students that received more than 1.25 hours of tutoring.

1.13 Changes as a Result of Evaluation

Changes as Result of Observation: Our goal is to continue to improve the success rate of students enrolled in Developmental/Deco Math courses. The following changes will be made for growth:

- Hire more math tutors so that all students are able to receive one-on-one tutoring
- Help support mandatory tutoring hours per course requirements
- Increase the amount of time students are tutored each week
- Encourage students to enroll in tutoring at the beginning of the semester
- Create a possible math lab with operating walk-in hours
- Work closely with faculty to ensure tutors are providing a quality learning environment with accurate knowledge.

2 Goal

Convert exiting classroom (L104) into office and storage area.

2.1 Outcome Description

At the present time the Terrell Campus has one available faculty office which is located in the L Building. Due to the fact that an instructor has not been replaced due to retirement, that office is now available. Therefore, the urgent need for a faculty office is now not as critical. However, there is still need for the conversion of the classroom to provide adjunct faculty with appropriate offices. In addition, a second IT person is officed in the IT room and he would be better located in one of the offices once the conversion has been made. 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 indicating the a view of floor plan outlining each office area along with the two storage areas. 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 could be the construction of each of the four offices and the two storage rooms. 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 is quickly having no office or storage space available for growth. The completion of this renovation will provide available office space for future growth and two small areas for storage.

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 Departmental or TVCC's 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: \$33,000.00. Approximate construction costs: \$18,000.00. 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 areas for existing or future employed personnel.

2.10 Equipment Budget Implications

Furniture and IT (computer/telephone/printer) must be purchased for each office area as previously described. See operational budget

2.11 Personal Notes

Budget and time limitations prevented the construction and conversion of the designated classroom into approximately four office areas and two storage areas. More importantly, the reprioritizing of this goal to a secondary level also impacted the decision of not going forth with this goal. It is projected that the need for converting this classroom will be strongly considered at the conclusion of the 2018-2019 academic year.

2.12 Results/Findings (Data Summary - Analysis & Evaluation)

Budget and time limitations prevented the construction and conversion of the designated classroom into approximately four office areas and two storage areas. More importantly, the reprioritizing of this goal to a secondary level also impacted the decision of not going forth with this goal. It is projected that the need for converting this classroom will be strongly considered at the conclusion of the 2018-2019 academic year. The possible growth of our dual credit program may result in the need of employing more full time faculty, therefore, making the need for office space even more important.

2.13 Changes as a Result of Evaluation

The need of additional office space continues to be a priority. As noted, the urgency of this need will be manifested if we are able to begin teaching dual credit courses in an area school district.

Program Name: 8.2.c Science Division Chairperson
Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 Goal

Increase the student success rates for students in science courses by 5%.

1.1 Outcome Description

The division goal for science is to increase the student success rates in science courses by 5% in the 2018-2019 academic year. Student success is defined by completing the science course with an overall grade of a C or better.

1.2 Implementation Strategy

The departmental faculty will meet four times during the academic year to discuss the strategies needed to increase the student success in all science courses. We need to ensure that we are doing all we can to encourage success and taking care of changing student needs. We have developed a non-majors biology course that should help to improve student success.

1.3 Assessment Method

A report will be completed at the end of the fall and spring semesters to determine the student success rates for all science courses as indicated by a C or better as the final course grade.

1.4 Criterion (Expected Outcome)

The student success benchmark in the science courses will improve by 5% above the 2017-2018 school year. The student success will be defined as a C or better in science courses.

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

Although this administrative outcome is not addressing our students completing the Learning Framework course, by improving the student success in the science courses we will be improving their collegiate survival skills.

1.6 Relationship to Departmental or TVCC's 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

1.3.8

Increase course completion rates in academic education courses

1.7.1 Strategic Plan Relationship Narrative

This administrative outcome addresses section 1.3 academic success. We will strive to improve student success rate by 5% in the science division. This will directly increase the course completion rates in academic courses within the science division.

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 personnel budget.

1.10 Equipment Budget Implications

This goal will not alter the departmental equipment budget.

1.11 Personal Notes

Although we used the 2017-2018 academic year as the baseline year, we have made a significant change in the course offerings for the 2018-2019 academic year. We are hoping this will improve student success in science courses.

1.12 Results/Findings (Data Summary - Analysis & Evaluation)

For the fall 2017-2018 year the science division had 3006 science students earn a C or better out of 3956 attempts. This is a 75.98% student success rate for the science division. In 2018-2019, we had 2263 students complete their science course with a C or better. This is a 72.02% student success rate. We did not achieve our goal of a 5% improvement rate for the 2018-2019 school year.

1.13 Changes as a Result of Evaluation

We are going to change the goal to change the administrative outcome to achieving the student success rate of 75% for the science division. The definition of success is earning an A, B, or C. I will encourage instructors to have struggling instructors use the student success center to improve success as well as early intervention for non-participating students.

2 Goal

The goal is for academic division chairs to create and implement division resource centers.

2.1 Outcome Description

The goal is for academic division chairs to create and implement division resource centers within Canvas during the 2018-2019 academic year.

2.2 Implementation Strategy

The division chairs will meet at least twice during the 2018-2019 academic year and provide assistance to one another in the creation of these Canvas resource centers. I will meet with the science department faculty four times during the 2018-2019 academic year to discuss ideas for additions to the published division resource center. I have also set up a place within the Canvas shell for recommendations for content to add to the resource center.

2.3 Assessment Method

This outcome will be assessed by contacting distance learning and confirming that at least 85% of our academic division chairs have a division resource center available to departmental faculty.

2.4 Criterion (Expected Outcome)

The benchmark for this outcome is 85% of the academic division chairs will have a division resource center available to departmental faculty by the end of the 2018-2019 academic 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 directly related to the QEP.

2.6 Relationship to Departmental or TVCC's 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 2
(Use for Enhance
Administrative the
Outcomes) College

2.6.2

Provide on-going support and training to ensure that assessment cycles are enforced to identify outcomes, actual outcomes are measured, results are analyzed, and actions are taken (or planned) to improve performance; changes, if needed, are made based on the information collected

2.7.1 Strategic Plan Relationship Narrative

The division resource center will provide a common location for all faculty (full-time, adjunct, and embedded) to have access to common division specific resources. This should allow all faculty to better instruct their courses following the ACGM outcomes as well as improve the timely participation in all departmental duties. The resource center will contain all LEAP information including the expected experiment to complete, the Google forms for reporting the LEAP results, and the results for the previous cycle.

2.8 Operational Budget Implications

There will be no budget implications.

2.9 Personnel Budget Implications

There will be no budget implications.

2.10 Equipment Budget Implications

There will be no budget implications.

2.11 Personal Notes

This outcome will be the same for all division chairs.

2.12 Results/Findings (Data Summary - Analysis & Evaluation)

The science division resource center was launched in the fall of 2018 and was accessed by all members (full-time and adjunct) of the science division throughout the year.

2.13 Changes as a Result of Evaluation

I am changing the administrative outcome for the 2019-2020 school year.

Program Name: 8.2.c Social Sciences Division Chairperson
Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 Goal

Social Science Division Chair will observe and use observations of each instructor in the division on the Athens Campus.

1.1 Outcome Description

Observations of each instructor in the social sciences division on the Athens campus will assist the division chair in the end of the school year evaluations.

1.2 Implementation Strategy

A rubric which has been developed will be used for each observation. Those results will be accumulated for both the Fall, 2018, and Spring, 2019, semesters and reviewed at the instructor's evaluation.

1.3 Assessment Method

By using a common rubric, which is similar to the information in the instructor evaluation at the end of the school year, the Social Science Division Chair will have additional information to use when assessing each instructor's work.

1.4 Criterion (Expected Outcome)

Observing each instructor in the classroom will assure the division chair that the instructors are teaching their approved curriculum and are being effective in the classroom.

1.5 Relationship to the Quality Enhancement Plan (QEP)

Goal #2: Students will develop a strong connection to TVCC

1.5.1 Narrative of the relationship to the QEP

None

1.6 Relationship to Departmental or TVCC's Mission

TVCC's mission statement involves insuring all students are successfully academically. Assessing the individual instructor's classroom conduct, will insure that students are being exposed to approved curriculum and thus help the students succeed academically.

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 instructor in social sciences should be conducting themselves in a professional manner and teaching the approved curriculum for their subject. Both qualities can assist the students in succeeding academically.

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 as a supervisor, watching the faculty perform their important teaching functions, should be a part of their individual evaluations. How else can you grade their in class performance if you do not observe it?

1.12 Results/Findings (Data Summary - Analysis & Evaluation)

The division chair will discuss her observations with the individual faculty in the social sciences division on the Athens Campus as a part of the end of the school year evaluation.

1.13 Changes as a Result of Evaluation

The goal is to verify that instructors are doing a good job in the classroom, as well as all of their administrative duties. If an instructor is not conducting themselves in a professional manner or covering the required curriculum, discussions will be had at evaluation time.

2 Goal

The social science division will have a functional Canvas shell which will be available to all social science instructors including dual credit and imbedded instructors.

2.1 Outcome Description

By having a functional shell for all instructors, the SAME information will be available to everyone. There will be no confusion about which forms or dates to use.

2.2 Implementation Strategy

The division chair will post information before the semester begins and during the semester as needed. This information would include proper LEAP forms/rubrics, calendars, syllabus shells, and so forth.

2.3 Assessment Method

Assessment will be based upon questioning the individual instructors at evaluation time about the usefulness of the Canvas shell to their instruction. Also requesting suggestions from their during our divisional meetings about what should be posted.

2.4 Criterion (Expected Outcome)

The same LEAP forms will be used by all instructors in social sciences for their individual classes.

2.5 Relationship to the Quality Enhancement Plan (QEP)

Goal #1: Students will improve collegiate survival skills

2.5.1 Narrative of the relationship to the QEP

Not related.

2.6 Relationship to Departmental or TVCC's Mission

TVCC's mission statement involves insuring all students are successful academically. If all instructors use the same LEAP forms, the results will be more accurate which will help use insure we are helping our students succeed academically.

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

Assuring that faculty have access to proper forms and information whenever they need it will help them with their functions as faculty in the social sciences division.

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

This will be a timely process to set up, but once the shell has the information in it, it should be very beneficial to the faculty.

2.12 Results/Findings (Data Summary - Analysis & Evaluation)

Discuss the Canvas shell with the faculty at their evaluation time and during divisional meetings. Ask for suggestions on what should be posted that would be a benefit to them.

2.13 Changes as a Result of Evaluation

Hopefully they faculty will provide the division chair with additional information that would find helpful if posted.

Program Name: 8.2.c Student Retention Coordinator
Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

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. We will do this by meeting with students on probation and suspension through the Academic Review Board and making recommendations based on best practices for success related to the student's past performance and tracking students that attend Orientation either face to face or online delivery.

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

1.5.1 Narrative of the relationship to the QEP

N/A

1.6 Relationship to Departmental or TVCC's 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

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)

Online Cardinal Pride orientation has been successfully created and delivered. The student success course has been successfully created and delivered for a full academic year.

1.13 Changes as a Result of Evaluation

19% of students that were seen by the Academic Review Board for the Fall 2018 semester and were enrolled in the student success class successfully raised their GPA above a 2.0. 47% of students that were seen by the Academic Review Board for the Spring 2019 semester and were enrolled in the student success class successfully raised their GPA above a 2.0.

Program Name: 8.2.c Terrell Campus Student Services
Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 Goal TSI testing

To increase the number of students testing for the TSI test on the assigned test date per month.

1.1 Outcome Description TSI testing

To determine if TSI testing numbers per month would increase if students were allowed to test on a first come, first serve basis on schedule monthly test dates.

1.2 Implementation Strategy TSI testing

TVCC-Terrell campus currently has a pre-registration requirement for the TSI test. The percentage number of students that pre-registered and actually attended the TSI test that was scheduled is 63%, which results in losing 37% of potential students that need or want to take the TSI test to enter TVCC.

1.3 Assessment Method TSI testing

Compare the number of students that pre-registered for the TSI test and actually tested to the number of students who tested on the scheduled test dates using the first come, first serve method.

1.4 Criterion (Expected Outcome) TSI testing

Students who want and/or need to take the TSI test will be able to walk-in and test on the scheduled test dates without another student holding a spot that is a no show. This will allow 100% of the students to test on the assigned test date.

1.5 Relationship to the Quality Enhancement Plan (QEP) TSI testing

1.5.1 Narrative of the relationship to the QEP TSI testing

Students that take the TSI test are potential new students to TVCC that will be required to attend or register for Cardinal Pride orientation; as well as, register for Learning Framework during their first semester at Trinity Valley.

1.6 Relationship to Departmental or TVCC's 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

1.1.9

Increase overall student satisfaction with their experience at TVCC

1.7.1 Strategic Plan Relationship Narrative TSI testing

This goal relates to 1.1 Student Engagement 1.1.9 Increase overall student experience at TVCC. Students that are interested in TVCC needs to be able to complete all admission requirements in a timely manner. If students find it difficult to get the TSI test completed, students could begin to feel frustrated with the process and decide to not attend college or seek out other institutions.

1.8 Operational Budget Implications TSI testing

N/A

1.9 Personnel Budget Implications TSI testing

More proctors will be required to meet the demands of students taking the TSI test. Each proctor gets \$80.00 per test each month. The Terrell campus will need a total of 24 proctors a year. The total cost for 24 proctors at \$80 per proctor is \$1,920.

1.10 Equipment Budget Implications TSI testing

N/A

1.11 Personal Notes TSI testing**TSI Assessment**

| Dates of TSI Test | How many registered | How many present | % registered and came |
|-------------------|---------------------|------------------|-----------------------|
| February 5, 2016 | 19 | 14 | 74% |
| March 18, 2016 | 50 | 42 | 84% |
| April 8, 2016 | 78 | 71 | 91% |
| May 6, 2016 | 77 | 49 | 64% |
| June 2, 2016 | 60 | 44 | 73% |
| July 7, 2016 | 73 | 39 | 53% |
| August 4, 2016 | 74 | 42 | 57% |
| October 14, 2016 | 31 | 19 | 61% |
| November 6, 2016 | 34 | 29 | 85% |
| December 2, 2016 | 57 | 36 | 63% |
| February 10, 2017 | 30 | 22 | 73% |
| March 3, 2017 | 50 | 36 | 72% |
| April 7, 2017 | 50 | 44 | 88% |
| May 5, 2017 | 50 | 30 | 60% |
| July 6, 2017 | 50 | 30 | 60% |
| August 3, 2017 | 99 | 67 | 68% |
| October 13, 2017 | 28 | 9 | 32% |
| November 3, 2017 | 35 | 23 | 66% |
| December 1, 2017 | 50 | 25 | 50% |
| February 9, 2018 | 44 | 32 | 73% |
| March 9, 2018 | 45 | 32 | 71% |
| April 6, 2018 | 51 | 39 | 76% |
| May 4, 2018 | 51 | 26 | 51% |
| June 7, 2018 | 75 | 26 | 35% |
| July 5, 2018 | 50 | 30 | 60% |

1.12 Results/Findings (Data Summary - Analysis & Evaluation) TSI testing

TSI testing increase an average of 1.25% with a first come, first serve method of testing registration. On a monthly average, testing increased up to 1%.

1.13 Changes as a Result of Evaluation TSI testing

TVCC-Terrell campus will continue implementing first come, first serve method in testing registration. Each year, the Terrell Student Service department will re-evaluate the increase or decrease of testers and make adjustments as needed.

2 Goal Quick Reference Guide

To create and provide a hard copy quick reference guide to assist students with general knowledge about TVCC-Terrell campus and important information so that the student can take care of their academic responsibilities online.

2.1 Outcome Description Quick Reference Guide

Decrease the amount of time students are having to come on campus/counseling office to get general information on how to pay, how to drop a course, order a transcript, graduation, TSI, etc..

2.2 Implementation Strategy Quick Reference Guide

The Terrell counseling office will create a hard copy quick reference guide to assist students with basic questions. After students are advised and registered, advisors will hand the student a reference guide each semester and go over it to answer any questions the student might have.

2.3 Assessment Method Quick Reference Guide

The counseling office will create a sign in sheet with a column for the student to explain their purpose of their visit. The goal is to inform students at the beginning of the semester so students are better prepared for their semester at TVCC.

2.4 Criterion (Expected Outcome) Quick Reference Guide

The quick reference guide will decrease walk-in questions in the counseling office by 2%.

2.5 Relationship to the Quality Enhancement Plan (QEP) Quick Reference Guide

2.5.1 Narrative of the relationship to the QEP

Each semester after a student register for classes, an advisor will give the student a quick reference guide that is titled, "I am registered, what now?" and go over the guide with them. The quick reference guide will allow students to quickly find answers to what do they need to do next and give resources on campus to assist them. This guide will be an additional resource for students to use in completing the cardinal orientation along with being successful in the learning framework course.

2.6 Relationship to Departmental or TVCC's Mission Quick Reference Guide

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)

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

2.7.1 Strategic Plan Relationship Narrative Quick Reference Guide

This goal relates to 1.1 Student Engagement 1.1.1. Increase the satisfaction of student engagement in collegiate life. This outcome relates to TVCC goal by informing students of college information and helping them to gain knowledge of how to be successful and have a positive experience at TVCC their first semester.

2.8 Operational Budget Implications Quick Reference Guide

N/A

2.9 Personnel Budget Implications Quick Reference Guide

N/A

2.10 Equipment Budget Implications Quick Reference Guide

N/A

2.11 Personal Notes Quick Reference Guide

2016: Total students for the year is 7,070 (589 per month, 147 per week, and 29 per day) If the counseling office decrease walk-ins by 2% then the numbers should be 1, 414 less per year, 118 less per month, 30 less per week, and 6 less per day.

2017: Total students for the year is 7,578 (632 per month, 158 per week, 23 per day) If the counseling office decrease walk-in by 2% then the numbers should be 1,515 less per year, 126 less per month, 32 less per week, and 7 less per day.

2.12 Results/Findings (Data Summary - Analysis & Evaluation) Quick Reference Guide

In 2018: Total students for the year is 7,516 (626 per month, 156 per week, and 22 per day). The counseling office saw 63 students less for the year. TVCC-Terrell counseling office did not meet the decrease in walk-ins due to changes in the new colleague system.

2.13 Changes as a Result of Evaluation Quick Reference Guide

The Quick Reference Guide allowed students to have access to a one page semester by semester information handout. The counseling office will continue handing out Quick Reference guide to help students adjust to the new Colleague system and be informed on semester dates and events. Counseling department will carry this goal to next year to show data that will help improve the guide in order to reach the goal of decreasing walk-ins by 2%. This form has been very beneficial to all students, departments, and other campuses.

Program Name: 8.2.c VP of Instruction
 Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

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

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 Departmental or TVCC's 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

Strategic Plan (Use for Administrative Outcomes) 3 Enhance Communities

3.3 Community Service Community Service

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) Results with FY17 and FY18 added

Trinity Valley Community College Success Points

| | | | | | | | |
|----------------------|-----------------------|------------------------|------------------------|------------------------|--------------------------|------------------------|-----------|
| 1 point mathpoint | .5 point readpoint | .5 point writepoint | 1 point mathsuccess | .5 point readsucces | .5 point writesuccess | 1 point 15 hours | 1 3C |
| First College Credit | | | | | | Credit Complete | |
| Math | Reading | Writing | Math | Reading | Writing | 15 credits | 3C |

| | | | | | | | |
|-------------|---------------|---------------|---------------|-----------------|-----------------|---------------|-----------------|
| FY12 | 306.00 | 145.00 | 131.50 | 1,459.00 | 1,001.00 | 820.50 | 2,557.00 |
| FY13 | 238.00 | 116.00 | 116.50 | 1,320.00 | 926.50 | 709.00 | 2,490.00 |
| FY14 | 194.00 | 121.50 | 100.50 | 1,314.00 | 951.50 | 753.00 | 2,503.00 |
| FY15 | 899.00 | 104.50 | 116.00 | 1,226.00 | 1,014.50 | 775.00 | 2,387.00 |
| FY16 | 834.00 | 113.50 | 125.00 | 1,244.00 | 1,040.50 | 779.00 | 2,400.00 |
| FY17 | 786.00 | 124.00 | 135.00 | 1,283.00 | 1,030.00 | 870.00 | 2,567.00 |
| FY18 | 810.00 | 124.00 | 120.00 | 1,235.00 | 953.00 | 826.00 | 2,542.00 |

[TVCC Accountability_June 2019_](#) [PDF 49 KB JUN 8, 2019]

1.13 Changes as a Result of Evaluation Changes

Based upon the upward trend in most attributes of success points, efforts on course alignment and program redesign will continue. Careful evaluation of workforce program composition will lean more heavily on advisory/licensure board representation.

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 Departmental or TVCC's 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) Not complete

Due to excessive workload related to ERP implementation, this project was put on hold. VPI plans to introduce during the 2019-2020 academic year.

2.13 Changes as a Result of Evaluation Not complete

N/A

Program Name: 8.2.c VP of Student Services
Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

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 Departmental or TVCC's 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)

Graduation rate is 27.4%

1.13 Changes as a Result of Evaluation

Community/Public Service

Program Name: 8.2.c Dean of Continuing and Workforce Education Division
Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

1 Goal Pharmacy Technology (Program accreditation received by PTCB)

The new Pharmacy Technology Program on the TVCC Athens Campus will be fully operational in fall 2018 and complete the first class graduates in spring 2019. The goal is that the Pharmacy Technology Program will become fully accredited by Pharmacy Technician Accreditation Commission (PTAC). PTAC is the new collaboration between ASHP (American Society of Health-systems Pharmacists and ACPE (Accreditation council for Pharmacy Education).

1.1 Outcome Description

The TVCC Pharmacy Technology Program will receive full program industry accreditation.

1.2 Implementation Strategy implementation of Pharmacy Technology accreditation

TVCC will:

1. Make official application for accreditation.
2. Students will be selected for training
3. TVCC will contract with retail and institutional pharmacies for student field training and experience.
4. A part time lab instructor will be hired to assist the already employed instructor/director.
5. Records required for accreditation will be maintained for audit by the accreditation group.
6. TVCC will host the accreditation visits and processes to be completed after the completion/graduation of the first class of Pharmacy Technician Level 1 college certificate students. The first class of graduates will receive the distinction of completion at a full accredited Pharmacy Technology program after TVCC is fully accredited.

1.3 Assessment Method PTAC Accrediation

Did the TVCC Pharmacy Technology program become fully accredited by the end of the first year.
yes or no

1.4 Criterion (Expected Outcome) Expectated Outcome

It is expected that the TVCC Pharm Tech Program will become fully accredited.

Was this accomplished? yes or no
If "no" why not?

1.5 Relationship to the Quality Enhancement Plan (QEP)

Goal #2: Students will develop a strong connection to TVCC

1.5.1 Narrative of the relationship to the QEP

QEP Goal #1 -Students will improve collegiate survival skills through a mandatory Learning Framework course.

As a workforce level 1 certificate program, Pharmacy Technology students are not required to complete the "learning Frameworks" course.

QEP Goal #2 - Students will develop a strong connection to TVCC through Freshman Orientation.

Pharmacy Technology students selected as the cohort of students for training and certification are required to participate in a July departmental student orientation. This is not part of the TVCC general freshman orientation process, but it meets the QEP Goal #2.

1.6 Relationship to Departmental or TVCC's Mission Mlssion

Mission Statement: Trinity Valley Community College is a learning-centered college that provides quality academic, **workforce**, college preparatory, student support, and community service programs

that prepare and empower.

The Pharmacy Technology program is a focused workforce training program to meet the employment and community educational/training needs.

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

1.7.1 Strategic Plan Relationship Narrative Strategic Plan - Workforce Success

The TVCC Pharmacy Technology Program is designed to meet community needs and state and national requirements for training individuals to be successful workforce employees in the pharmacy industry.

The TVCC program is applying for professional industry accreditation to verify that quality training standards for the industry have been met.

Student program success minimum standard is set at 75%.

1.8 Operational Budget Implications Pharmacy Technology budget

TVCC provided initial funding for the hiring of the full time instructor/director in the spring of 2018.

A budget for the Pharmacy Technology program has been developed and is awaiting TVCC Board of Trustee approval for 2018-2019.

Facility remodeling will be completed and paid for in the 2017-2018 budget.

1.9 Personnel Budget Implications

Personnel required and to be included in the 2018-2019 budget are:

1. Pharmacy Technology instructor/director. (Licensed pharmacists with work experience and teaching/training experience.)
2. Part time Pharmacy Technology lab instructor. (Certified Pharmacy Technician with work experience in retail and institutional pharmacies.)

1.10 Equipment Budget Implications

- Start up required equipment
 - Purchased from 2017-2018 budget
 - Additional start up equipment is included in the 2018-2019 budget awaiting approval.
- Additional lab supplies and equipment for spring 2019 are in the 2018-2019 budget.
- There are major pieces of equipment being donated by the community

1.11 Personal Notes

Advisory Committee process for establishing employer and community need

Approval processes for start up are complete

Budget is in place

Staff has been identified and the instructor/director hired with the part time lab instructor identified facility remodel will be complete in July 2018.

Students have been recruited and selected

Curriculum has been selected and training processes are ready for implementation.

Evaluation processes have been planned

Industry accreditation is ready to begin.

1.12 Results/Findings (Data Summary - Analysis & Evaluation)

The results/findings will be completed in the last quarter for 2019-2020 when the ASHA accreditation process is completed.

1.13 Changes as a Result of Evaluation

Changes suggested by ASHA, accreditation organization, will be reviewed and considered for adoption.

Program Name: 8.2.c Director of Adult Education Division
Program Cycle: #6 Sep 1, 2018 to Aug 31, 2019

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

1.5.1 Narrative of the relationship to the QEP 1.5.1

Not related to the QEP relationship.

1.6 Relationship to Departmental or TVCC's 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 1.9 Personnel Budget Implications

100% grant funded/budgeted through the Texas Workforce Commission (TWC) Adult Education and Literacy grant AEFLA.

1.11 Personal Notes 1.9 Personnel Budget Implications

100% grant funded/budgeted through the Texas Workforce Commission (TWC) Adult Education and Literacy grant AEFLA.

Based on new NRS and State (TWC) performance measures published for PY 2018 2019.

1.12 Results/Findings (Data Summary - Analysis & Evaluation) 1.12 Results/Findings (Data Summary - Analysis & Evaluation)

AEL PY 2018 2019 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 AEL PY 6.30.2019

| Performance Levels: | Federal/State Goal: | Actual: |
|------------------------|---------------------|---------|
| ABE Beginning Literacy | 32.5% | 34.1% |
| ABE Beginning Basic | 30.3% | 35.0% |
| ABE Intermediate Low | 32.1% | 33.5% |
| ABE Intermediate High | 28.4% | 32.0% |
| ASE Low | 32.6% | 34.0% |
| ASE High | 15.0% | 48.0% |

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 2018 2019.