

Discipline & Program Goal/Competency Assessment

Spring 2002

Feedback Report

Compiled by

The Office of Institutional Research and Assessment

The Assessment Process

During the Spring 2002 semester, full-time faculty members assessed the goals and competencies of their discipline or program in the classrooms of Tulsa Community College. Each faculty member chose one activity, assignment, or exam within the contents of one of their own class's coursework to assess a specific goal or competency of his or her discipline or program. Based on the demonstration of student learning toward the goal or competency assessed, each faculty member then documented a plan of action which he or she intended to take to improve the potential for students to attain the goal assessed. Also documented by each faculty member were possible resources or development opportunities that could be provided by the institution to help him or her improve the potential for student learning toward the goal assessed.

Of the full-time faculty employed by Tulsa Community College, 88 instructors (32%) participated in discipline and program assessment, submitting 138 assessment records to the Office of Institutional Research and Assessment. The assessment records were then aggregated across each discipline and program as a feedback report to both the instructors and the institution. These discipline and program feedback reports are provided with this report. The action plans of each discipline are indicated by the heading "Individual Use of Results" while recommendations for the institution's provision of specific resources and development are indicated under "Institutional Use of Results."

Disciplines and Programs should use the provided information as one resource during each's overall discipline or program reviews as it may aid decisions regarding future course content and curriculum. Administrative units should use the information as guidelines for budgeting resources and planning professional development opportunities. Ultimately, these results should be used to direct decisions that further the learning opportunities extended by Tulsa Community College.

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Art

Goal Assessed	Individual Use of Results	Institutional Use of Results
5: Demonstrate computer proficiency as it pertains to subject	Assessment results provided information that helped determine the effectiveness of the various assignments. It showed areas of weakness in instructions that need to be modified.	Implementing the computer in basic design courses is strongly recommended. Also, there is a need for books in the LRC that pertain to art & technology.

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Biology

Goal Assessed	Individual Use of Results	Institutional Use of Results
1: Students will demonstrate an understanding of the scientific process in the biological world as it is implemented by the Scientific Method. The student will further understand the need for continued biological research in a dynamic environment.	The fact that only 63.6% gave a satisfactory response to Questions 2. "Name the two variables in the osmosis experiment" but all were actually able correctly plot their data reflects that it is often easier for students to figure out what to do than it is for them to explain why they are doing it. In the future, I will require students to successfully answer Question 2 BEFORE they construct their graphs.	This lab requires students to use a balance to determine weight loss/gain at specified intervals. We need more balances for all of the students to be able to have access to a balance when they need it.
1. Students will demonstrate an understanding of the scientific process in the biological world as it is implemented by the Scientific Method. These students will further understand the need for continued biological research in a dynamic environment.	Since this course consists of commercially made videos, a textbook, a coordinating study guide, and virtually no student-teacher contact, there is not much opportunity for change. There is doubt that the existing study materials are being used effectively by the students. Study suggestions are already in the course syllabus and on the course Blackboard website.	Since this is a Distance Learning Telecourse, there is virtually no instructor / student contact. It is very difficult for the average student to get a firm grasp of biological concepts by studying independently, even with the aid of videos, study guide and textbook. It is impossible to determine if the student is lacking basic study / reading skills to succeed in this class or simply is not applying enough study time. Since this course has historically had a grade distribution equivalent to the on-campus courses, no changes will be made at this time.
1: Students will demonstrate an understanding of the scientific process in the biological world as it is implemented by the Scientific Method. The student will further understand the need for continued biological research in a dynamic environment.	I believe the students are learning these concepts through traditional teaching methods and the use of visual and auditory multimedia.	More individual lab time available to students to review materials would help with application of concepts. This requires a full-time laboratory assistant.
1: Students will demonstrate an understanding of the scientific process in the biological world as it is implemented by the Scientific Method. The student will further understand the need for continued biological research in a dynamic environment.	No changes would be necessary.	None
1: Students will demonstrate an understanding of the scientific process in the biological world as it is implemented by the Scientific Method. The student will further understand the need for continued biological research in a dynamic environment.	No change would be indicated.	Students taking this course are supposed to have the necessary prerequisites. These need to be enforced.

Goal Assessed	Individual Use of Results	Institutional Use of Results
<p>1. Students will demonstrate an understanding of the scientific process in the biological world as it is implemented by the Scientific Method. These students will further understand the need for continued biological research in a dynamic environment.</p>	<p>Student data was obtained by conducting an experiment following the Scientific Method. Students were expected in writing their lab report conclusions to suggest ideas for further experimentation along the same experimental design. Time in lab was devoted to discussing experimental design using different controls and variables. There are enough built-in flaws in this lab exercise that students usually have no difficulty in suggesting how they would alter future experiments.</p>	<p>Many of the student's reports exhibited poor reading comprehension and writing skills. Simple proofreading was overlooked in many cases. A couple of students simply did not turn in the assignment.</p>
<p>1: Students will demonstrate an understanding of the scientific process in the biological world as it is implemented by the Scientific Method. The student will further understand the need for continued biological research in a dynamic environment.</p>	<p>Success in any endeavor involves first accurately defining the problem one is attempting to solve. This exercise points out that helping students develop this skill will prevent them from making assignments more difficult than they need to be.</p>	<p>A 0-25 uL Micropipet to accurately measure the plasmid would greatly improve the reproducibility of this experiment.</p>
<p>1. Students will demonstrate an understanding of the scientific process in the biological world as it is implemented by the Scientific Method. These students will further understand the need for continued biological research in a dynamic environment.</p>	<p>Student data was obtained by conducting an experiment following the Scientific Method. Students were expected in writing their lab report conclusions to suggest ideas for further experimentation along the same experimental design. Time in lab was devoted to discussing experimental design using different controls and variables. There are enough built-in flaws in this lab exercise that students usually have no difficulty in suggesting how they would alter future experiments.</p>	<p>Many of the student's reports exhibited poor reading comprehension and writing skills. Simple proofreading was overlooked in many cases. A couple of students simply did not turn in the assignment.</p>
<p>2: Students will demonstrate an understanding of the basic life processes, such as cell structure, obtaining and using of energy, and the processes of reproduction, heredity and evolution.</p>	<p>No changes would be necessary.</p>	<p>None</p>
<p>2: Students will demonstrate an understanding of the basic life processes, such as cell structure, obtaining and using of energy, and the processes of reproduction, heredity and evolution.</p>	<p>The results indicate an already high level of success on the part of the students.</p>	<p>The only way to improve this course is to add a full laboratory component to it.</p>

Goal Assessed	Individual Use of Results	Institutional Use of Results
2: Students will demonstrate an understanding of the basic life processes, such as cell structure, obtaining and using of energy, and the processes of reproduction, heredity and evolution.	In future experiments, it would be useful to ask students to predict whether their egg will gain or lose weight before they begin their experiment. This would encourage them to think more critically about the principals involved before they begin collecting data and give them an opportunity to reassess their assumptions if their predictions were not correct.	None listed.
2: Students will demonstrate an understanding of the basic life processes, such as cell structure, obtaining and using of energy, and the processes of reproduction, heredity and evolution.	This was a challenging exercise in which the goal was to help students identify the assumptions they were making and apply the concepts they had learned to make a reasonable prediction of what the outcome of their experiments would be. Many students were clearly uncomfortable at first with the fact that there was no one "right answer" for the questions. Working in a small group setting enhanced their willingness to explore different options and I feel resulted in a higher rate of success than students would have achieved working independently.	None listed.
2: Students will demonstrate an understanding of the basic life processes; such as cell structure, obtaining and utilization of energy, and the processes of reproduction, heredity and evolution.	My goal is for my students to demonstrate a minimum of 70% understanding of the cell's composition and functioning. The results of this evaluation indicates that I should continue presenting the information as I have.	No specific needs are evident at this time.
2: Students will demonstrate an understanding of the basic life processes, such as cell structure, obtaining and using of energy, and the processes or reproduction, heredity and evolution.	Since this course consists of commercially made videos, a textbook, a coordinating study guide, and virtually no student-teacher contact, there is not much opportunity for change. There is doubt that the existing study materials are being used effectively by the students. Study suggestions are already in the course syllabus and on the course Blackboard website.	Since this is a Distance Learning Telecourse, there is virtually no instructor / student contact. It is very difficult for the average student to get a firm grasp of biological concepts by studying independently, even with the aid of videos, study guide and textbook. It is impossible to determine if the student is lacking basic study / reading skills to succeed in this class or simply is not applying enough study time. No changes will be made at this time.
2: Students will demonstrate an understanding of the basic life processes, such as cell structure, obtaining and using of energy, and the processes or reproduction, heredity and evolution.	82% of the students choose the correct answer to the question. This information is clearly stated in the textbook and emphasized in lecture. No changes are anticipated.	Poor attendance and lack of reading comprehension skills may have contributed to the few students not grasping this basic information.

Goal Assessed	Individual Use of Results	Institutional Use of Results
2: Students will demonstrate an understanding of the basic life processes, such as cell structure, obtaining and using of energy, and the processes of reproduction, heredity and evolution.	Since this course consists of commercially made videos, a textbook, a coordinating study guide, and virtually no student-teacher contact, there is not much opportunity for change. There is doubt that the existing study materials are being used effectively by the students. Study suggestions are already in the course syllabus and on the course Blackboard website. On campus study sessions were offered in previous semesters with zero student attendance. These meetings have been discontinued.	Since this is a Distance Learning Telecourse, there is virtually no instructor / student contact. It is very difficult for the average student to get a firm grasp of biological concepts by studying independently, even with the aid of videos, study guide and textbook. It is impossible to determine if the student is lacking basic study / reading skills to succeed in this class or simply is not applying enough study time. A warning already exists in the course syllabus stating the anticipated necessary study time to succeed in this course.
2: Students will demonstrate an understanding of the basic life processes; such as cell structure, obtaining and utilization of energy, and the processes of reproduction, heredity and evolution.	Assessing the student's understanding of major concepts covered in class is necessary to insure that the course is serving the students' needs. A failure of the students to understand the above concepts indicates that greater emphasis much be placed on these concepts in the course presentation.	More frequent quizzes may motivate the students to focus on the course materials more frequently than just prior to major exams.
3: Students will demonstrate knowledge of the diversity, complexity and inter-relatedness of life.	More lab time required. Lab practicals are generally lower than lecture exam grades; therefore, more time is needed for absorption of information of material observed in the laboratory.	Full-time laboratory assistants needed. Also, material concerning labs being available on CD's for student use.
3: Students will demonstrate knowledge of the diversity, complexity and inter-relatedness of life.	No changes would be necessary.	None
3: Students will demonstrate knowledge of the diversity, complexity and inter-relatedness of life.	By understanding that microorganisms affect hosts survival due to the metabolic processes necessary to sustain survival. There is a complex integration of host and parasite that leads to disease.	Video of transmission of disease.
3: Students will demonstrate knowledge of the diversity, complexity and inter-relatedness of life.	The results indicate an already high level of success on the part of the students.	The only way to improve this course is to add a full laboratory component to it.
3: Students will demonstrate knowledge of the diversity, complexity and inter-relatedness of life.	Although most students already knew that drinking seawater does not quench your thirst, many expressed satisfaction at being able to now explain why that was so. This demonstrates that learning of new concepts is reinforced when builds on previous experience.	None listed.

Goal Assessed	Individual Use of Results	Institutional Use of Results
3: Students will demonstrate knowledge of the diversity, complexity and inter-relatedness of life.	Since this course consists of commercially made videos, a textbook, a coordinating study guide, and virtually no student-teacher contact, there is not much opportunity for change. There is doubt that the existing study materials are being used effectively by the students. Study suggestions are already in the course syllabus and on the course Blackboard website.	Since this is a Distance Learning Telecourse, there is virtually no instructor / student contact. It is very difficult for the average student to get a firm grasp of biological concepts by studying independently, even with the aid of videos, study guide and textbook. It is impossible to determine if the student is lacking basic study / reading skills to succeed in this class or simply is not applying enough study time. A warning already exists in the course syllabus stating the anticipated necessary study time to succeed in this course. Since this course has historically had a grade distribution equivalent to the on-campus courses, no changes will be made at this time.
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3: Students will demonstrate knowledge of the diversity, complexity and inter-relatedness of life.	Changes will have to be made. Obviously this very simple concept was not grasped half of the students.	This information was presented in the textbook, lecture material and videos used to supplement lecture. The use of daily quizzes concerning assigned readings in the textbook is being considered. There are concerns about student's abilities to assimilate information and reading comprehension skills.
4: Students in our laboratory classes will demonstrate proficiency in measurement and in using various techniques and equipment (including their strengths and weaknesses) as they apply to solving problems in the biological sciences.	The success most students had in obtaining accurate data demonstrates the importance of making sure students thoroughly understand how to properly use equipment before they begin their experiments. It is difficult to draw conclusions and learn concepts from inaccurate data. Students loose interest and get discouraged when “nothing works.” Providing students with opportunities for obtaining accurate data to analyze promotes self-discovery and enhances learning.	If possible, I encourage students to use computers to analyze and graph their data. At present, we only have two working computers in the Biology lab. Additional computers would allow more students to use computers for their data analysis.

Goal Assessed	Individual Use of Results	Institutional Use of Results
<p>4. Students in our laboratory classes will demonstrate proficiency in measurement and in using various techniques and equipment (including their strengths and weaknesses) as they apply to solving problems in the biological sciences.</p>	<p>In this Telecourse, students are to place all lab exercises in a notebook to be turned in at the end of the semester. Two students did not turn in their notebooks or chose to leave this assignment incomplete. This is a very simple, but very basic biological concept. Demonstrating the concept to themselves always works well. The exercise uses everyday substances the students can all relate to quite easily. Most students are unfamiliar with metric units. All were assisted in using the balance. It is not surprising that all students appeared to meet the competency level. Usage of the appropriate terms is the most difficult part since biological terminology is much like learning a foreign language. All students seemed to be able to apply the correct terminology when looking at a tangible example.</p>	<p>No changes will be made at this time.</p>
<p>4. Students in our laboratory classes will demonstrate proficiency in measurement and in using various techniques and equipment (including their strengths and weaknesses) as they apply to solving problems in the biological sciences.</p>	<p>This is a very simple, but very basic biological concept. Demonstrating the concept to themselves always works well. The exercise uses everyday substances the students can all relate to quite easily. Most students are unfamiliar with metric units. All were assisted in using the balance. It is not surprising that all students appeared to meet the competency level. Usage of the appropriate terms is the most difficult part since biological terminology is much like learning a foreign language. All students seemed to be able to apply the correct terminology when looking at a tangible example. However they will be reevaluated on their knowledge by answering theoretical questions on their subsequent lecture exams.</p>	<p>No changes will be made at this time.</p>

Goal Assessed	Individual Use of Results	Institutional Use of Results
<p>4: Students in our laboratory classes will demonstrate proficiency in using various techniques and equipment, and the role of measurement, including their strengths and weaknesses, as they apply to solving problems in the biological sciences.</p>	<p>Difficulties that students have with preparing the slides and using the microscope properly are generally a result of unfamiliarity with the equipment and procedures. In order to better prepare the students for using the microscope, I will consider assigning a reading assignment covering the procedures the week before the laboratory exercise. A quiz will be given over this material prior to demonstrating use of the microscope. In addition, breaking up the class into smaller groups for the demonstration will be attempted.</p>	<p>Smaller class size.</p>
<p>4: Students in our laboratory classes will demonstrate proficiency in using various techniques and equipment, and the role of measurement, including their strengths and weaknesses, as they apply to solving problems in the biological sciences.</p>	<p>Difficulties that students have with preparing the slides and using the microscope properly are generally a result of unfamiliarity with the equipment and procedures. In order to better prepare the students for using the microscope, I will consider assigning a reading assignment covering the procedures the week before the laboratory exercise. A quiz will be given over this material prior to demonstrating use of the microscope. In addition, breaking up the class into smaller groups for the demonstration will be attempted.</p>	<p>Smaller class size.</p>
<p>4: Students in our laboratory classes will demonstrate proficiency in measurement and in using various techniques and equipment (including their strengths and weakness) as they apply to solving problems in the biological sciences.</p>	<p>Students will learn accuracy of measurement using a pipette. Students will learn difficulties of obtaining accurate colony counts with multiple dilutions. This demonstrates that theoretical and expected results are not always the same.</p>	<p>None I can think of.</p>

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Chemistry

Goal Assessed	Individual Use of Results	Institutional Use of Results
1: A chemistry graduate of Tulsa Community College will be able to demonstrate mastery of the unique language of chemistry.	Students were given additional handouts outlining rules for writing formulas and naming compounds with more examples and exercises. Internet resources with tutorials were also posted and linked to my Blackboard website for this on campus class.	Learning will be greatly enhanced if a full-time paraprofessional chemistry tutor is available.
1: Demonstrate mastery of the unique language of chemistry	I don't know if they will be. As can be clearly seen in the examples of test questions above, not all the examples of the test questions above, not all the chemical bonds are written by the software available to me (MS Word). Numbers bonds and chemical structures must be drawn by hand for exams, quizzes, lecture notes, labs, etc.	1) A Periodic Table of the Elements posted on the wall of every classroom where chemistry or related subjects are taught. 2) Software able to construct chemical stuctures compatible with MS Word would enhance lectures, labs and exams.
1. Demonstrate mastery of the unique language of chemistry.	The assessment allows me to check the adequacy of the materials and techniques used in teaching organic chemistry based on the mastery by the students.	One thing revealed is that I need to work more with my students with identification of cyclic amines and amides. Perhaps using a more visual approach would help.
2: Demonstrate logical thought processes to obtain the answers that have been found to have historical significance and be able to apply mathematical logic to obtain valid answers to problems from chemical systems.	I don't know if they will be. As can be clearly seen in the examples of test questions above, not all the examples of the test questions above, not all the chemical bonds are written by the software available to me (MS Word). Numbers bonds and chemical structures must be drawn by hand for exams, quizzes, lecture notes, labs, etc.	1) A Periodic Table of the Elements posted on the wall of every classroom where chemistry or related subjects are taught. 2) Software able to construct chemical stuctures compatible with MS Word would enhance lectures, labs and exams.
2: Demonstrate logical thought processes to obtain the answers that have been found to have historical significance and be able to apply mathematical logic to obtain valid answers to problems from chemical systems.	Additional examples and exercises were covered in class to clear up any confusion. Students needing extra help in mathematical operations were referred to the math tutor. Internet resources with tutorials were also posted and linked to my Blackboard website for this on campus class.	I will sing the same refrain: we need a full-time paraprofessional chemistry tutor.
2. Demonstrate logical though processes to obtain the answers that have been found to have historical significance and be able to apply mathematical logic to obtain valid answers to problems from chemical systems.	The assessment allows me to check the adequacy of the materials and techniques used in teaching organic chemistry based on the mastery by the students.	One thing revealed is that I need to work more with my students with identification of cyclic amines and amides. Perhaps using a more visual approach would help.

Goal Assessed	Individual Use of Results	Institutional Use of Results
3. Demonstrate understanding of the scientific method and its application in research and problems solving strategies.	The assessment allows me to check the adequacy of the materials and techniques used in teaching organic chemistry based on the mastery by the students.	One thing revealed is that I need to work more with my students with identification of cyclic amines and amides. Perhaps using a more visual approach would help.
3: Demonstrate understanding of the scientific method and its application in research and problem solving strategies	I don't know if they will be. As can be clearly seen in the examples of test questions above, not all the examples of the test questions above, not all the chemical bonds are written by the software available to me (MS Word). Numbers bonds and chemical structures must be drawn by hand for exams, quizzes, lecture notes, labs, etc.	1) A Periodic Table of the Elements posted on the wall of every classroom where chemistry or related subjects are taught. 2) Software able to construct chemical structures compatible with MS Word would enhance lectures, labs and exams.
3: Demonstrate understanding of the scientific method and its application in research and problem solving strategies	Design more hypothesis-based lab exercises so students will gain greater proficiency in applying the scientific method in understanding common physical and chemical phenomena.	Developing laboratory experiments requires a lot time to ensure they will work and be a positive experience for the students. A full-time paraprofessional who can serve as a chemistry laboratory manager as well as a tutor will help a lot

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Computer Information Systems

Goal Assessed	Individual Use of Results	Institutional Use of Results
To enable the students to develop an understanding of computers (both its capabilities and limitations)	<p>Because much of this material was covered before the actual chapters occurred naturally in the lesson, I found that it was not necessary to provide so much information for the students on the fine detail. This forced them to dig for the detail regarding these specific hardware components, plus they had practical experience using the Presentation Software for an assignment that was worthwhile instead of rote preparation of lessons within the PowerPoint lessons of MS Office software.</p> <p>The longer I teach the more I realize how important it is for students to be responsible for some of their own learning. This type of activity taught my students the importance of working cooperatively. Only one student of the one of the groups refused to follow the guidelines and even though the whole group suffered somewhat, her lack of cooperation was reflected in her grade because her slides were inconsistent with the tone of the presentation as a whole.</p>	<p>I would like to attend a Presentations conference and have a more powerful projectors or blinds in the classroom I teach in that would filter some light so that the projector we have in I-134 and I-136 would be brighter.</p>
4. Exhibit a solid foundation in computer technology, computer nomenclature, and the use of microcomputers as productivity tools .	<p>I learned that students were not comfortable with creating an XHTML document and will spend more time on this next semester</p>	<p>None listed.</p>

Program Assessment Results: Spring 2002

Desktop Publishing

Goal Assessed	Individual Use of Results	Institutional Use of Results
Understand and apply basic principles of good design and layout in the creation of publications.	I will continue having students duplicate well-designed documents and then have them create documents using the design principles they have learned.	Additional lab para-professionals are needed to help students outside of class time.

Discipline Assessment Results: Spring 2002

Developmental Studies

Goal Assessed	Individual Use of Results	Institutional Use of Results
1: Effective Writing: Use appropriate techniques to communicate ideas in a unified and coherent manner.	<p>Modifications in classroom instruction to address general writing deficiencies. Supplemental materials used to reinforce skills introduced by the textbook.</p> <p>Peer collaboration utilized for proofreading and revising first draft. Lab materials are available to address the specific needs of the individual student, especially useful for sentence skill review.</p>	No additional resources or professional activities are requested at this time.
1: Effective Writing: Use appropriate techniques to communicate ideas in a unified, coherent manner	<ul style="list-style-type: none"> - Continue and expand emphasis on relationship between the structure of reading material and the structure of written assignments - Provide more samples of successful and unsuccessful student responses. - Encourage student participation in writing workshops offered by English tutors in the Technology Learning Center. 	<ul style="list-style-type: none"> - Offer and encourage faculty attendance at professional seminars and conferences - Create a professional shelf and/or bibliography of printed/online developmental studies resources - Expand selection of computer software/videos available for student use in the Technology Learning Center - Continue providing writing practice for students across the curriculum
2: Critical reading: Analyze and evaluate increasingly complex readings in and for community and global contexts.	<p>This assignment was very effective. Students understood and appreciated the article. Several voluntarily researched and reported more information from the Internet on the subject of slavery in the world today. They were all surprised and horrified to learn that it was still so prevalent.</p>	<p>I will continue to draw upon current publications. (This one is not really current, but the subject is important, and I have not found as informative an article more recently.) I am glad the college is stressing global studies. I would be interested in professional development opportunities, conference and seminars, to help my present interesting and provocative assignments for my students. Conferences and seminars that stress classroom teaching suggestions, as opposed to overseas study, would be most helpful.</p>

Goal Assessed	Individual Use of Results	Institutional Use of Results
2: Critical Reading: Comprehend readings for community and/or global contexts.	The results of this assessment are positive for a developmental course, but demonstrate the need for continued practice and support of critical reading skills in both reading and writing courses. All students at the college level should be able to demonstrate these skills, but only an average of 80% of these students were able to show critical reading skills in this exercises. Therefore, it is important to provide more opportunities for writing students to practice critical reading. It is also important to link reading skills to writing instruction as those well as to support the reading courses, the enrollment in those courses, and a college wide focus on reading skills.	To enhance teaching and learning in critical reading skills, it is necessary to incorporate more reading support into the writing courses, to continue to take advantage of opportunities for professional development, to continue to analyze and evaluate assignments and assessment, and to continue to formally and informally work with colleagues who are reading specialists to attain feedback and new ideas.
2: Critical reading: Comprehend readings for community and / or global contexts.	Assessment results indicate that students reading below the 6th grade level typically have trouble with the course material, while those reading at middle school level or above generally do very well. These students not yet operating at the immediate pre-college and college-remedial reading levels will not benefit from self-paced courses; they should be encouraged to enroll in Reading I and receive further advising from a Developmental Reading instructor. In some cases, an ESL student may fall into this category when his / her performance indicates further ESL reading classes would be beneficial. When over-all performance is not the issue, we may find it necessary to re-evaluate unit content and tests, comparing student scores to determine which units might be too difficult for the desired learning sequence.	Do not need additional resources or professional development activities for these one-hour independent study courses at this time.

Goal Assessed	Individual Use of Results	Institutional Use of Results
2: Critical Reading: Comprehend readings for community and/or global contexts	<ul style="list-style-type: none"> - Continue emphasizing the importance of active reading to improve comprehension - Continue requiring similar assignments that require students to understand and apply concepts in their reading 	<ul style="list-style-type: none"> - Offer and encourage faculty attendance at professional seminars and conferences - Create a professional shelf and/or bibliography of printed/online developmental studies resources - Expand selection of computer software/videos available for student use in the Technology Learning Center - Seek cooperation of other faculty members to obtain a selection of readings related to an assortment of disciplines
2: Critical reading: Comprehend reading for community and/or global contexts	<ul style="list-style-type: none"> - The assessment demonstrated an understanding of topic sentence and main ideas in sentences - The assessment tool demonstrated that most of the students are ready to locate topic sentences and main ideas in paragraphs. - The assessment tool also demonstrated the most of the students should do well on final exam. 	<ul style="list-style-type: none"> - Interactive workshops over teaching critical reading and comprehension skills. - Computer software which covers critical reading skills. - Textbooks that include comprehension and critical reading activities.
3: Informed Discussion: Articulate an understanding of, an appreciation for, and responses to a wide variety of works.	<p>Most students enjoyed this unit and responded with interest to the assignment and to the responses of other students. I will include more prepared individual verbal responses to the readings in class. Student shave engaged in many class discussions, but this is the first prepared response they have presented. They need to practice this skill.</p>	<p>Professional development in teaching critical thinking has helped me to develop better plans to teach this skill. More conferences and workshops on critical thinking and learning styles would by helpful.</p>
3: Informed discussion: Articulate an understanding of a variety of materials	<ul style="list-style-type: none"> - Continue emphasizing the importance of active reading to improve comprehension - Continue working on inference skills - Continue discussing assigned readings to help students understand the necessity of preparation and clear articulation of thought 	<ul style="list-style-type: none"> - Offer and encourage faculty attendance at professional seminars and conferences - Create a professional shelf and/or bibliography of printed/online developmental studies resources - Expand selection of computer software/videos available for student use in the Technology Learning Center - Seek cooperation of other faculty members to obtain a selection of readings related to an assortment of disciplines so that students see the relevance of many assignments to the college curriculum - Seek other readings of a similar high interest level that challenge students critical thinking skills in a context that also engages their imaginations.

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Economics

Goal Assessed	Individual Use of Results	Institutional Use of Results
1: Illustrate on a graph how a free market arrives at equilibrium price and quantity.	The assessment results will be used to increase the emphasis on free market operation and equilibrium in both lecture and reading assignments.	Based on the assessment results, more lecture time will be allocated to free markets and equilibrium theory and more student assignments on this subject will be used.
Students completing Macroeconomics and Microeconomics will be able to: Illustrate on a graph how a free market arrives at equilibrium price and quantity.	The high percentage of Macroeconomics students who successfully demonstrated competency indicates that the current teaching approach is working.	No additional resources are needed at this time.
Students completing Macroeconomics and Microeconomics will be able to: Illustrate on a graph how a free market arrives at equilibrium price and quantity.	The high percentage of Macroeconomics students who successfully demonstrated competency indicates that the current teaching approach is working.	No additional resources are needed at this time.

Discipline Assessment Results: Spring 2002

Engineering

Goal Assessed	Individual Use of Results	Institutional Use of Results
2: Communicate engineering concepts effectively by demonstrating at least one of the following: The ability to perform a symbolic analysis of a typical engineering concept; the ability to develop similar graphical analysis of a typical engineering concept	Student communication skills are developed using the six different methods of problems solving as given in the attached example.	Additional solid body demonstration apparatus would be needed to augment the theoretical and computer models.

Discipline Assessment Results: Spring 2002

English

Goal Assessed	Individual Use of Results	Institutional Use of Results
1: Effective writing: Use appropriate techniques to communicate ideas in a unified and coherent manner.	I plan to raise these scores by providing interactive practice exercises for the students to complete before taking the assessment.	Students access to Academic.com learning objects should provide the necessary drill and practice before the quiz.
1: Effective Writing: Use appropriate techniques and conventions to communicate ideas and perceptions in a unified and coherent manner.	Although I was extremely pleased with four of the six analyses, there was too much of a disparity between those for A grades, one C grade, and one F grade (project not completed). There are a number of improvements that could be made to the process to improve student learning, particularly for those students who are not as effective at working independently. I plan to keep the progressive, semester-long schedule and the supportive handouts. However, I need to increase the amount of in-class discussion about research and writing projects, as well as incorporating mandatory conferences in order to catch problems early on. Attempts to check up on their progress in class were ineffectual. Some form of drafting workshop that does not take up valuable class time might also need to be explored. I am also considering having all students work on the same novel in order to improve the support network, if this can be done without sacrificing too many of the benefits that come from working independently on a scholarly project.	Workshops / conferences / professional literature that aid professors in developing effective assignments.

Goal Assessed	Individual Use of Results	Institutional Use of Results
1: Use appropriate techniques to communicate ideas in a unified and coherent manner.	<p>Most of the “appropriate techniques” for written communication are introduced in Composition I and improved upon in Composition II. In the future, I need to provide more specific feedback regarding how well-prepared students are for the class, and I need to provide this feedback early in the semester so that students can take appropriate steps, such as seeking tutoring or enrolling in a self-paced course, to improve their writing skills.</p> <p>Students also need help studying for and preparing for an in-class essay exam. I will devote a little more time helping students prepare for the exam, but since my course is not a study course, I am not able to devote a great deal of time to study skills.</p>	<p>The college can encourage and/or require students to take a study-skills class. Students who failed to meet the criteria stated above did not spend adequate time studying the specific writing skills over which they were being assessed.</p>
2: Critical reading: Analyze and evaluate increasingly complex readings while considering community and global contexts.	<p>Results will be used to work toward improving reading skills. For example, reading skills will be reviewed to respond to notes written on papers for each student. As a class I will use sample papers to reveal good abstracting skills, use the board to answer questions, etc.</p>	<p>Use more Writing Center tutors to improve reading skills in order to critically analyze works and have them refer troubled readers to the Reading courses and lab. More new faculty are needed to adequately reinforce writing skills of revision, essay development, and analysis of assigned readings. This would increase the college budget, but would promote better critical reading and writing skills. Another professional change that would help is to lower maximum class size for Composition II, English 1213; change the limit from 25 to 15.</p>
2: Critical reading: Analyze and evaluate increasingly complex readings in and for community and global contexts.	<p>This assigned will be refined and repeated as it seems to encourage students to analyze why a piece of writing is, or isn't, effective in light of audience needs and expectations.</p>	<p>In the writing labs, as students work on their computer, if instructors could project an individual's work on the screen for the class to review and critique, students could get immediate feedback, feedback they could instantly incorporate into their work, and the class could participate in the analysis of the writing. The lesson loop would be seamless and quick, including benefits both to the individual student and the class as a whole, as the students would be required to participate.</p>

Goal Assessed**Individual Use of Results****Institutional Use of Results**

3, Informed Discussion: Articulate critical responses to a variety of works.

Results are linked to teaching and learning in terms of providing examples for me and for future students. I read these to see how well students understand daily concepts being discussed so that I can fine-tune or add explanation to assignment revision. I will be seeking student permission to use sample responses on the blackboard site so that future students will have a model to look at. Also I can get an idea of what selections were most interesting to students based upon what they say and write about selections. The daily work allows me to add information needed before students tackle chapter journal entries.

The course could be enhanced with the use of professional development in video streaming as well as the purchase of DVD's on works under discussion. I was unable to find videos or DVD's covering the plays in the book either at Tulsa County or TCC LRC. Video streaming training would allow professor to discuss genre and author issues along with works under discussion. The benefit of this would be two-fold. First, it would give students the opportunity to access lecture materials more than once and two the professor would be able to better integrate visual materials, terminology, and lecture.

Goal Assessed	Individual Use of Results	Institutional Use of Results
3: Informed discussion: articulate critical responses to a variety of works.	<p>The results in this assessment met my expectations and affirmed the teaching methodologies I had chosen for this self-paced honors course. I realized during the orientation session of the course that all of the students were average-bright and highly motivated, possessing a basic understanding of novel structure. To meet the discussion component in our discipline goals, I required group discussion sessions to review each novel read in the course. By pairing the discussions with reader-response questions that were due before and after the discussion session, I was able to monitor student comprehension and application of the material covered during the discussion sessions.</p> <p>When I assigned the first reader-response question about magic realism, the students had only read the information concerning magic realism and a novel (<i>Away</i> by Jane Urquhart), which is an example of magic realism. The students had not discussed this literary concept with each other when they answered the first reader-response question. Of the five responses to the first questions listed in the assessment tool attached, only three scored in category two or three. Two of the students did not understand the meaning of the concept. (I had chosen this concept for evaluation because magic realism is a concept that is still being defined by the experts in the field, and the definitions are still very broad. I wanted to see if students could find the common elements within multiple definitions and synthesize them into a definition they could support in an analysis/evaluation question.)</p> <p>We met for a two-hour discussion of the novel, and during that discussion we compared over 15 definitions of magic realism. We discussed the reader-responses, and two students presented research that contained information concerning magic realism. We also discussed another concept students had been asked to analyze—the epic qualities of the novel. (During the discussion, the</p>	<p>We need to continue development of nontraditional courses and new courses (ENG 2993) that implement teaching methodologies outside the realms of the standard courses, which require 1040 minutes of time in the classroom. This course required students to perform independent study, to participate in online discussions, and to research their own areas of interest in relationship to the reading assignments, as well as to deliver oral presentations of their research at the discussion group meetings. I would, however, include a traditional model of group discussion in any self-paced literature course I designed, based on the results of this assessment.</p> <p>Also, this experience reinforced the need for support labs for students. Each student was able to use the Writing Center to access Blackboard and their email systems to communicate with me in this self-paced course. Much of the discussion that occurred in the course was Online. The Writing Center and LRC staff also helped my students with their research projects, which is an important resource for the student enrolled in a self-paced course.</p>

Goal Assessed**Individual Use of Results****Institutional Use of Results**

epic qualities of the novel were not connected to the magic realism aspects of the novel, but students were asked to synthesize these concepts in a final exam question.)

In a second reader-response question, students were asked to evaluate another novel for its magic realism qualities; however, this novel is classified as a surrealistic novel, not a magic realism novel. Of the three students that responded, two students demonstrated category 2 and 3 skills, but one student remained in category one. Another two-hour discussion was held on the *The Body Artist* by Don DeLillo and on concepts of magic realism and surrealism.

All this discussion was meant to prepare students for a final exam question that would require them to understand and identify the concepts within the scope of the novels, as well as synthesize their knowledge of the two concepts in an analysis/evaluation question. In the final exam question, all five students were able to meet category two and three criteria.

I concluded from the assessment results that without the group discussions several students would not have met the criteria in category two or three. Also, the responses of students who had already met the criteria in category two or three were more complex than either of the early responses had been.

Goal Assessed	Individual Use of Results	Institutional Use of Results
3: Informed Discussion: Articulate critical responses to a variety of works.	<p>Informed Discussion lets students see the importance of analyzing literature connecting ideas of the various writers studied and eventually connecting the ideas to their own lives.</p> <p>By assessing students' participation in the discussion process, the instructor is able to design future discussions that benefit students' understanding of the literature. In addition to the discussion, short analytical papers that are written for the class as well as essay exam questions requiring critical analysis rather than summary of the text demonstrate the validity of informed discussion.</p>	<p>The size of this particular class was critical to the success of informed discussion in the classroom. Literature classes should be kept small so that the instructor is able to listen and comment on each student's ideas regarding the meaning of the literature. For instance, one of the students made the connection between the experience of the clerk and the typist in <i>The Waste Land</i> to Gabriel Conroy in James Joyce's "The Dead." I was able to bring evidence from both texts and let the student decide that the connection she made was not valid. Instead of being told that her deduction was not supported by the text, she was able to see that it was not and she was able to understand the text more clearly. In a larger class, time often does not permit each student to demonstrate his or her understanding of the text being read.</p> <p>Having reassigned time for professional development would enhance the instructor's ability to provide a quality classroom experience for each student and each student's particular learning style.</p>
3: Informed Discussion: Articulate critical responses to a variety of works	<p>Essay exams not only test students' comprehension of assigned readings but also provide them the opportunity for critical discussion of the readings. I plan to continue using essay exams.</p>	None.
3: Informed Discussion: Articulate critical responses to a variety of works.	<p>Increase student collaboration in small discussion groups. Demonstrate analysis techniques on samples in class. Schedule conferences with students while they work their analyses.</p>	<p>Encourage faculty to share their exercises / activities that foster effective analysis.</p>

Discipline Assessment Results: Spring 2002

Geography

Goal Assessed	Individual Use of Results	Institutional Use of Results
1: Students will display a capability to define patterns and processes of various geographic phenomena.	Assessment results indicate student competency relative to the discipline goal measured. Students displayed an understanding of terminology definition, and just as important, students displayed substantial knowledge of the proper application of the terminology to process.	None
2: Students through the use of mapping techniques will apply geographic insight to show location and distribution (where) of geographic phenomena	In geography, it is mandatory that students have an understanding of “place” and “location” to be able to comprehend relationships of groups to the physical environment.	Students are required to purchase an atlas with their textbooks. This provides the necessary material. It is essential that current maps be maintained in the classroom for reference during lectures. With current issues in the Middle East, students would benefit from a current map of the Middle Eastern region to aide in lectures. (Rand McNally ---#TRP-10607-4 @ \$154.00)
2: Students through the use of mapping techniques will apply geographic insight to show location and distribution (where) of geographic phenomena	As long as students had access to current maps, they were able to generate detailed maps that supported their research	Students are required to purchase an atlas with their textbooks. Maps are used on a daily basis in the classroom. It is mandatory that current maps be available.

Discipline Assessment Results: Spring 2002

Geology

Goal Assessed	Individual Use of Results	Institutional Use of Results
1: The student will be able to identify and explain geologic phenomena.	All twenty students assessed successfully demonstrated their ability to identify and explain the stream processes and landscapes. I would have been disappointed with anything less. This is a good group of geology students. I could tell by their participation in class discussions that they would be able to successfully demonstrate their ability to identify and explain geologic phenomena (stream processes and landscapes).	No additional resources are needed for me at this time to further the attainment of the above discipline goal. I must maintain my quality of instruction and maintain classroom resources. To maintain my quality of instruction, TCC must provide financial support for me to attend geology seminars, conventions, and field trips. To maintain classroom resources, TCC must continue to provide financial support to purchase minerals, rocks, fossils, maps, and geologic supplies to be used in the classroom.

Discipline Assessment Results: Spring 2002

History

Goal Assessed	Individual Use of Results	Institutional Use of Results
1: Historical reasoning	Emphasize linking of cause & effect Increase exercises that require discerning patterns	None listed.
1: Historical Reasoning or Critical Thinking Skills	<p>The assessment results will be used to review the instructional tools to see whether the learning objectives need to be revised in any manner or are they adequate as presented.</p> <p>Also, the efficacy of the student's mastery of the skills will allow us to evaluate the measuring device or essay question and see whether it needs revision.</p> <p>As well, since the essay question is typical of the structure of all of the essays in the class, it will allow us to gain somewhat of a general understanding of how well the students can perform on the other class essays.</p>	At this time, no new resources are indicated. Students freely made appointments with the writing tutor to write this essay and ensure grammatical and mechanical errors were kept to a minimum.
1: In the discipline of history, the students will demonstrate an adequate use of historical reasoning or critical thinking skills.	The assessment results will be used to review the instructional tools to see whether the learning objectives need to be revised in any manner or are they adequate as presented. Also, the efficacy of the student's mastery of the skills will allow us to evaluate the measuring device or essay question and see whether it needs revision. As well, since the essay question is typical of the structure of all of the essays in the class, it will allow us to gain somewhat of a general understanding of well the students can perform on the other class essays.	At this time, no new resources are indicated. In the future some kind of training in streaming video might be helpful (i.e. to enhance the presentation of the learning objectives).

Goal Assessed	Individual Use of Results	Institutional Use of Results
1: HISTORICAL REASONING AND CRITICAL THINKING SKILLS	<p>The assessment results will be used to review the instructional tools to see whether the learning objectives need to be revised in any manner or are adequate as presented.</p> <p>The efficacy of the students' mastery of the skills will allow me to evaluate the essay question to see whether it needs revision.</p> <p>This evaluation will also suggest a general understanding of how well the students can perform on the class essays in general.</p>	At this time no new resources are indicated.
1: In the discipline of history, the students will demonstrate an adequate use of historical reasoning or critical thinking skills.	<p>The assessment results will be used to review the instructional tools to see whether the learning objectives need to be revised in any manner or are they adequate as presented. Also, the efficacy of the student's mastery of the skills will allow us to evaluate the measuring device or essay question and see whether it needs revision.</p> <p>As well, since the essay question is typical of the structure of all of the essays in the class, it will allow us to gain somewhat of a general understanding of well the students can perform on the other class essays.</p>	At this time, no new resources are indicated. In the future some kind of training in streaming video might be helpful (i.e. to enhance the presentation of the learning objectives).
1: Historical Reasoning and Critical Thinking Skills	<p>The assessment results will be used to review the instructional tools to see whether the learning objectives need to be revised. In addition, they will provide us with information concerning necessary revision of essay questions.</p>	At this time, no new resources are indicated. In the future some kind of training in streaming video might be helpful (i.e. to enhance the presentation of the learning objectives).

Discipline Assessment Results: Spring 2002

Humanities

Goal Assessed	Individual Use of Results	Institutional Use of Results
1) Evaluate relationships between arts, culture & society	When students successfully complete the assignment I make sure to keep the assignment in its basic form. Low success rates cause me to refine the wording of the assignment - hoping for more understanding & success.	N/A
1: Analyze a specific creative form of expression	A majority of the students are able to adequately complete this assignment because by the time that they are asked to do it, they have been writing essays for each exam, they are given sufficient written and oral explanation, they have received comments from past essay assignments, and most of the students who are left at the end of the semester have the necessary written skills to complete the assignment.	None listed.
1: Analyze a specific creative form of expression	All of the students are able to adequately complete this assignment because by the time that they are asked to do it, they have been immersed in looking at art, they are given sufficient written and oral explanation, they see models of other students' papers, and because this is an honors class, they have the necessary written skills to complete the assignment.	None listed.
1: Humanities students will analyze a specific creative form of expression.	It strikes me now that this was not a very good essay question with which to assess this goal. I need either to recraft the topic for this goal or to change topics altogether for the purpose of this assessment. No student actually reached the level of specificity in descriptive analysis I would have liked to have seen in the papers. They like to jump to interpretation and evaluation. Again, with student choice, this topic did not produce a very good sampling of student responses to assess. Oddly, this topic in past semesters has been the one most chosen out of the three possible for Unit II.	Professional development is needed to learn how to craft better assessment instruments and rubrics how to write more clear goals. The agony of grading so many papers online could be greatly reduced by an ergonomically correct chair in my office.

Goal Assessed	Individual Use of Results	Institutional Use of Results
1: Humanities students will analyze a specific creative form of expression.	I may rewrite the question. Many students who failed to get a 2 or better did so because they focused on plot alone. This was the very first Discussion Board exercise. Students improved through the semester. Perhaps I should have used a later discussion.	We need to keep up to date in our film collection in order to hold the interest of students.
2: Demonstrate relationships among the arts, society and its cultural context	A suggested study sheet was given to each student enrolling in the TC course in addition to a syllabus with specific suggestions for taping, taking notes on the TC music telelessons as if listening to a lecture, and studying these questions for the test.	The invitation of guest lecturers who have knowledge of ethnomusicology or music and culture to campus.
2: Demonstrate relationships among the arts, society and its cultural context	Students do better on this essay if they have adequate writing skills before they enter this class. Better screening can be used to catch students who may not have the appropriate skills for this class. In addition, more detailed, precise instructions help in aiding the student to address the question.	None listed.
2: Demonstrate relationships among the arts, society and its cultural context	Initially 3 of the 7 students were asked to revise their essay assignment. After consultation and submission of a revised essay, all students were able to complete this assignment adequately. In small classes, such as in Honors, the teacher has the advantage of being able to guide the student toward success.	None listed.
2) Analyze a specific work of art	When students successfully complete the assignment I make sure to keep the assignment in its basic form. Low success rates cause me to refine the wording of the assignment - hoping for more understanding & success.	N/A
2: Demonstrate relationships among the arts, society and its cultural context.	No student actually reached the level of specificity in descriptive analysis I would have liked to have seen in the papers, however, some of the papers were excellent. Many gained 10 out of the 12 points. Again, with student choice, this topic did not produce a very large sampling of student responses to assess. Some students who wrote on this topic contacted me to say how much they enjoyed this particular exercise. This is a topic I will use again without change.	Participation at conferences is always helpful. The agony of grading so many papers online could be reduced by an ergonomically correct office chair.

Goal Assessed	Individual Use of Results	Institutional Use of Results
2: Demonstrate relationships among the arts, society and its cultural context.	I will continue this type of discussion in future semesters because it encourages synthesis of thought and wider application of course learning.	None.
3: Articulate the relevance to their lives of concepts and/or values found in the Humanities	I will have to make sure they fully understand the assignment and continue to remind them when it is due. Some got so wrapped up in one aspect of the assignment that they forgot to do the other half. Two of the three students who did not turn in a paper could not get much information from their parents and grandparents, so they gave up instead of talking to me. I need to encourage them more to come to me with problems.	?

Discipline Assessment Results: Spring 2002

International Language Studies

Goal Assessed	Individual Use of Results	Institutional Use of Results
<p>1: Have a measurable proficiency in speaking and listening which is understandable to a native speaker of the target language.</p>	<p>The students who succeeded did very well on the exam. They understand all questions and answered only with minor errors. The 3 students also had had French previously and used the Telecourse as a refresher.</p> <p>The 2 students who did not demonstrate effective communication had never had French before and had an extremely hard time understanding the questions and therefore couldn't answer them or gave an answer that had nothing to do with the questions.</p> <p>The method we are using for Telecourse doesn't reinforce speaking skills enough. Even though students are supposed to listen to their audio tapes and watch the video, I know through their written work that some of them don't do either. Therefore they never get to hear any French all semester long and can't succeed in the final oral exam. It is very difficult to make sure that the students actually listen to their tapes since they do that work at home. You just hope that they understand that in the long run, (even though listening to tapes can be tedious) it will pay off later on.</p> <p>Students need to be reminded (even more than traditional students in the classroom who can practice their listening and speaking skills several times a week) to listen to their tapes/CD audio and practice their oral skills any time they get a chance (for example: go to the lab and use some of the software for extra practice</p>	<ul style="list-style-type: none">- We need to look into getting a French method that will involve the students in aural and oral skills more. I am looking into getting a new book.- Remodel the language lab, which is obsolete. We need to have equipment that allows the students to listen to CD audio instead of audio tapes (most textbooks don't even offer tapes anymore).- The lab needs to be remodeled to accommodate the newest computers. We only have one computer per language right now. Each computer is a Mac and most of the software available in languages are meant to be used with PC.- We need more CD-Roms to allow the students to practice their listening and speaking skills.- We need a DVD player so students can see movies in French.

Goal Assessed	Individual Use of Results	Institutional Use of Results
<p>Student should be able to demonstrate with 75% accuracy a measurable knowledge of the information provided in the course.</p>	<p>Success was measured by the students ability to write fluently in Spanish with a minimum of grammatical errors and their ability to communicate clearly the aspects requested. This course allows students to utilize language skills learned thus far to acquire knowledge in another discipline. This is the first course our Spanish students take in which the focus is not on language structure per se but is on acquiring knowledge through the new language.</p> <p>Improve student learning: I will continue to add new dimensions to this course, building more and more resources each time. When taught on campus, this type of course relies heavily on student research in the library and teacher handouts. Although we provide some on-line resources these are still rather limited. We need a textbook with technology components that will provide on-line (frequently updated) information pertaining to the subject areas covered in this course.</p>	<p>Students need access to up-to-date computers that can handle CDs and video streaming. Since this is an internet course, we cannot utilize video samples and other forms of media like we would in an on-campus class. Therefore students need access to a language lab for further practice. This course covers a variety of culture and historical aspects. Although students have a textbook, we would like to make available through video streaming, guest speakers, current eventsetc., related to the topics. We need on-line research options for the students who want more indepth information in this subject area. Students on campus have the option of going to the library and reviewing the literature that pertains to their subject. We need to give the on-line students the option on-line.</p> <p>In addition to lab equipment, we need instructional materials that lend themselves to internet classes. MERLOT has some on-line modules, but we need more. If students have access to the up-to-date equipment and up-to-date resources, we could enhance their learning opportunities. At the present time we are limited to our basic rather traditional textbook for this on-line course. However, we will continue to build a library of resources for our future students.</p>
<p>Oral, Reading Comprehension, Writing in Italian</p>	<p>The results show which areas (oral, reading comprehension, or writing) needs more in-class concentration.</p>	<p>A DVD/CD player would enhance the oral competencies.</p>

Program Assessment Results: Spring 2002

Interpreter Preparation

Goal Assessed	Individual Use of Results	Institutional Use of Results
Demonstrate the ability to use and read American Sign Language including grammar, syntax, idioms, and colloquialisms.	The evaluation sheet indicates areas of weakness and strengths. In addition, feedback from the instructor is given to the students via videotape.	Additional demonstrations exploring targeted vocabulary and grammar will be signed by the student and videotaped.
The student will demonstrate the ability to use American Sign Language (including grammar, syntax, idioms, and colloquialisms)	This is one of three videotaped assignments during the semester. Student work is assessed on videotape, they will hear the instructor's critique and see their performance simultaneously. From this students will conduct a self-critique and use that to make necessary adjustments in language learning.	1) Upgrade of MCLC computer equipment to run CD-ROM materials dealing specifically with American Sign Language. This provides opportunity for student independent study and/or tutoring 2) Support faculty attendance at the Conference of Interpreter Trainers Convention. This is the only convention for interpreter educators and it meets every two years. At this convention, we see the newest curriculum materials for the field and learn the most effective techniques for teaching interpreting.

Discipline Assessment Results: Spring 2002

Mathematics

Goal Assessed	Individual Use of Results	Institutional Use of Results
1: Demonstrate the ability to solve level-appropriate mathematics problems by drawing from a wide knowledge base of numerical, symbolic, graphical, and logical techniques.	The assessment illustrates student's ability to recognize appropriate formulas, apply, and arrive at the correct solution through appropriate problem techniques. This information provides me with insight on how students are or are not recognizing and applying appropriate problem solving techniques.	Provide students with (1) hr. seminar for basic math skills (i.e. using graphing calculators, fractions).
1: Demonstrate the ability to solve level-appropriate mathematics problems by drawing form a wide knowledge base of numerical, symbolic, graphical, and logical techniques	I will continue to demonstrate to my students the connection between the numerical process of integration and its graphical interpretation.	None listed.
1: Demonstrate the ability to solve level-appropriate mathematics problems by drawing from a wide knowledge base of numerical, symbolic, graphical, and logical techniques	It allows me to discuss typical errors, lines of reasoning leading to solutions to future students.	I think things are going well.
1: After completing a mathematics course the student should be able to demonstrate the ability to solve level-appropriate mathematics problems by drawing from a wide knowledge base of numerical, symbolic, graphical, and logical techniques.	These results indicate that an extra class period spent on this material would be beneficial. However, four of the above students did not attend class when this material was taught. Naturally there is a direct correlation between student learning and attendance. Some of the concepts needed for this activity were taught in prerequisite material. Based on the results of this assessment, review of these concepts might be considered.	Class attendance is crucial to class success. Methods of boosting class attendance would have to help enhance the teaching and learning in any mathematics course.
1: Demonstrate the ability to solve level-appropriate mathematics problems by drawing from a wide knowledge base of numerical, symbolic, graphical, and logical techniques	I will look for more thinking kind of problems where students need to demonstrate understanding.	More thinking multistep problems would help.
1: Demonstrate the ability to solve level-appropriate mathematics problems by drawing from a wide knowledge base of numerical, symbolic, graphical, and logical techniques	A) There will be increased emphasis and explanation in regard to identifying the various things that pertain to graphing a parabola. B) There will be increased counseling of students in the areas of math anxiety and lack of course prerequisites.	C) Teaching and learning would be enhanced in the mathematics classes if students were not able to enroll in courses were they are lacking the required and necessary prerequisites.

Goal Assessed	Individual Use of Results	Institutional Use of Results
1: Demonstrate the ability to solve level-appropriate mathematics problems by drawing from a wide knowledge base of numerical, symbolic, graphical, and logical techniques.	Provide additional learning materials covering the concept.	More time to cover the concepts.
1: Demonstrate the ability to solve level-appropriate mathematics problems by drawing from a wide knowledge base of numerical, symbolic, graphical, and logical techniques.	Upon reviewing the assessment results, I found that the successful students had an overall exam average of 80% while the unsuccessful students had an average of 51%. Several of these students lack the strong pre-algebra background necessary for the successful completion of a College Algebra course. There is not enough time to review all of the required basic algebra skills and to cover the College Algebra course content. Therefore, it is assumed that the students coming into College Algebra are prepared with the appropriate skills. Too often this is not the case.	There needs to be a better screening process before the students are allowed to enroll in College Algebra. This is going to be a difficulty task due to the amount of student self-enrollments. However, as long as students are allowed to enroll in classes for which they are unprepared, the rate of failure will continue to be high.
1: Demonstrate the ability to solve level-appropriate mathematics problems by drawing from a wide knowledge base of numerical, symbolic, graphical, and logical techniques.	If $\geq 70\%$ correct, methods are OK. If $<70\%$, selected incorrect answer will be analyzed for facilitation and more time spent on those concepts.	More use of practices and tracked exercises in course compass.
1: Demonstrate the ability to solve level-appropriate mathematics problems by drawing from a wide knowledge base of numerical, symbolic, graphical, and logical techniques.	Through this project, students will hopefully learn the importance of mathematics through real-life application problems. So many students ask "When will I ever use this?" A practical application like this will make students aware of their surroundings and the value of mathematics, which will in turn, positively affect student learning.	For this particular assignment, students need access to computers. Other than that, this project does not consume school resources.
1: Demonstrate the ability to solve level-appropriate mathematics problems by drawing from a wide knowledge base of numerical, symbolic, graphical, and logical techniques	Spend more time on concept. Work more examples.	None.
1: Demonstrate the ability to solve level-appropriate mathematics problems by drawing from a wide knowledge base of numerical, symbolic, graphical, and logical techniques.	Results will be shared with faculty, to inform them of the skills students can demonstrate based on current teaching methods. This will help faculty improve their teaching methods in an effort to improve student learning.	From this vantage point, I think no additional resources and professional development activities are warranted.

Goal Assessed	Individual Use of Results	Institutional Use of Results
1: Demonstrate the ability to solve level-appropriate mathematics problems by drawing from a wide knowledge base of numerical, symbolic, graphical, and logical techniques.	After reviewing the above results, I will continue to cover the material as I have and encouraged students to practice their homework. I will also stress the need for College Algebra as the prerequisite to statistics.	Students need to have the prerequisite of College Algebra. There isn't enough time to cover algebra topics in addition to the required material. Several students had not taken College Algebra and subsequently struggled through this course.
1: Demonstrate the ability to solve level-appropriate mathematics problems by drawing from a wide knowledge base of numerical, symbolic, graphical and logical techniques.	I will continue to include exam questions where students have to analyze and logically solve mathematical problems.	It would be beneficial to find out what other faculty are doing to meet the discipline goals.
1: Demonstrate the ability to solve level-appropriate mathematics problems by drawing from a wide knowledge of numerical, symbolic, graphical, and logical techniques.	The assessment results will indicate whether the student learned the directional derivative concept. If the discipline changed and more time spent on the concept.	Since the assessment results were 81% of students demonstrating competency, a need for other activities was not indicated.
1: Demonstrate the ability to solve level-appropriate mathematics problems by drawing from a wide knowledge base of numerical, symbolic, graphical and logical techniques.	The “weakest” skill tested was graphing. I will try to spend some time in class having students produce some graphs, instead of just watching me do it.	Smaller class sizes are really helpful. With developmental classes, there are usually only 20 – 25 students enrolled. This makes it possible to do some in-class activities and have time to spend with each student.
2. Demonstrate the ability to analyze any level-appropriate mathematics problem and formulate an approach that may combine previous known techniques.	5 out of 12 is unsatisfactory. I intend to use more formal instructions in future trials.	None listed.

Program Assessment Results: Spring 2002

Medical Laboratory Technology

Goal Assessed	Individual Use of Results	Institutional Use of Results
6: Produce graduates eligible to take a nationally recognized certification exam upon completion of the program and maintain a three-year average pass-rate of at least 85%.	Student success on national board exams supports the current teaching/learning process.	I would like to participate in a faculty development program on exam writing.

Discipline Assessment Results: Spring 2002

Music

Goal Assessed	Individual Use of Results	Institutional Use of Results
3: Understand the history of music as it relates to theory & performance practice	I have used this exercise for 13 years. It continues to be successful with student who are willing to try & learn. I will continue to use it.	Better texts - we're examining texts to try to have better musical examples available.

Program Assessment Results: Spring 2002

Patient Care Technician

Goal Assessed	Individual Use of Results	Institutional Use of Results
<p>2: Practice appropriate verbal, non-verbal, and written communication skills with health team members, peers, patients, and families.</p>	<p>1. Throughout the semester, the overall class, as well as individual, performance is evaluated. If, for example, students have a difficult time communicating with patients initially, the faculty evaluate the situation to determine if students did not have adequate roll playing communication skills in the classroom. The information is shared with the class to obtain their input as to why they feel they were having difficulty. This feedback may result in changes in the way communication is taught in class, or in giving students more time to work with another member of the healthcare team of faculty prior to being assigned a patient "on their own."</p> <p>2. Students are required to "chart" each skill they successfully demonstrate in the classroom. Feedback is given to specific students or if it is a problem common to the class, it is discussed in the class and examples are given.</p> <p>3. Presentations of articles are judged on the ability to understand and succinctly relate the information to the class.</p> <p>4. Staff members in the clinical areas give feedback as to students' performance and communication skills. This information / feedback is shared with the students.</p>	<p>1. Again, more room in the classroom to facilitate utilization of variety of teaching interventions.</p> <p>2. Professional development activities related to updating and learning new ways of teaching are always helpful.</p>

Discipline Assessment Results: Spring 2002

Philosophy

Goal Assessed	Individual Use of Results	Institutional Use of Results
1: An understanding of what philosophy and philosophic problems are	For an internet course, these are good results.	Better internet orientation would be an asset.
1: An understanding of what philosophy and philosophic problems are	Results indicate that Telecourse material is effective.	None
1: an understanding of what philosophy and philosophic problems are	The results indicate that most of my online Medical Ethics students are “getting it”. I have determined that those who are having the problems are those who are participating least in the discussion board OR are using the discussion board as a personal platform for ranting. Although I am very active in the discussion board, I probably need to be even more aggressive about responding to the ranters and insisting on the use of philosophy in their comments. It may also help if I require discussion board participation to begin by a certain date in order to get the students comfortable with it. A student who enters for the first time after there are already over 100 postings may feel that it’s too late, thus failing to develop good argument skills.	More professional development in Blackboard. That stupid Lead Teacher Training gave NO help in Blackboard, which is what I thought my reassigned time was for. Instead, they waste a week of my time on that and I have to learn Blackboard by trial and error on my own! A required orientation for online students would also help a lot. And get more help to Tammy Teague in Distance Learning, more money and an assistant. This online stuff will go up in flames if we lose Tammy. She and Glenn Jones here at NEC have been my major “professional developers” in this stuff. I would have never been able to do this course without them.

Discipline Assessment Results: Spring 2002

Physics

Goal Assessed	Individual Use of Results	Institutional Use of Results
1: Critical Thinking	the lab exercises are covered in detail, and they are given instructions as to what is expected in the write-ups. Further instruction should not be necessary. I feel the very poor showing is more reflective of their general ability to write narratives that discuss complex scientific ideas.	Much of the desired equipment and broken equipment will be available in the new building we are moving into this fall. There should also be a computer at each station that can be used to draw graphs and record data.
1: Think critically within the Physics discipline...	Science is an on-going process of thinking critically. I will continue to provide my students with the opportunity to practice their critical thinking skills on homework, lab assignments and exams.	Additional activity resource materials to aide in development of quality on-line science activities and the continual updating of on-line faculty computer technology.
1. Think critically within the Physics discipline which would include at least one of the following skills: - Comprehend complex ideas, data and concepts - Make inferences based on careful observation - Make judgements based on specific and appropriate criteria - Problem solve using specific processes and techniques - Develop new ideas by synthesizing related and/or fragmented information - Apply knowledge and understanding to different contexts, situation, and/or specific endeavors - Recognize the need to acquire new knowledge	Laboratory exercises in physics require critical thinking skills. The course already requires four hours of lab work per week. Thus this topic is covered in great depth. In addition assessment results indicate that further enhancement is not necessary.	In order to maintain satisfactory results it will be necessary to replace and update some laboratory equipment. In addition some instructors will request additional training at regional and national professional conferences.
1: Critical Thinking	Have the student construct the circuit in the laboratory and measure the results.	Use computer lab equipment to verify results.

Discipline Assessment Results: Spring 2002

Political Science

Goal Assessed	Individual Use of Results	Institutional Use of Results
1: the students will demonstrate the ability to make inference based on observation.	Learning how to combine research with what is covered in class in creating a well written and proper document.	None.

Discipline Assessment Results: Spring 2002

Psychology

Goal Assessed	Individual Use of Results	Institutional Use of Results
1: An understanding of core psychological concepts and theories in the scientific study of behavioral and mental processes.	Because of its effectiveness, the assessment tool will be fine tuned & enhanced.	Actually designing a research project then testing the hypothesis.
1: An understanding of core psychological concepts and theories in the specific study of behavioral & mental processes.	Assessment results will be used to justify acquiring new psychology-related books and reference materials for the LRC. The results will also justify the purchase of updated videos for classroom use.	Life-size models of the brain for each of the full-time professors and an additional model for adjuncts to be kept in Evening Operations.
1: An understanding of core psychological concepts and theories in the scientific study of behavioral and mental processes.	The benefit that I have seen in my students is not empirically measurable. Instead, most students recognize that their lives have, to a great extent, been the result of environments not in their control; they were small children. The students, however, realize that the past cannot be changed, but the future can and that they have control over their environments. The real learning takes place in the students feeling empowered and in control of their own lives; resulting in a new level of confidence in themselves. Many students have remarked that this experience, albeit painful, changed their lives. What more can be asked of education?	None.
1: An understanding of core psychological concepts and theories in the scientific study of behavioral and mental processes.	This assignment is an overall assessment of the student's skill in Human Relations, and based on the success of the assignment, I am not anticipating any changes for next semester.	I continue to look for a new text for this course, one that is experientially based.
1: An understanding of core psychological concepts and theories in the scientific study of behavioral and mental processes.	Students can use the information from their specific source to relate the psychological theories and concepts.	This is an activity that can be accomplished fairly easily by interviewing grandparents. It is also an enjoyable, often eye-opening experience for students.

Goal Assessed	Individual Use of Results	Institutional Use of Results
3: The use of critical thinking skills in evaluating theories and research evidence	The assessment results provide academic feedback to the instructor regarding the effectiveness of the course design / textbook. Since this is an Internet course, it is imperative that the design and implementation of the course be thorough, yet fit within the Internet framework, which tends to utilize a more written course content with limited verbal interaction.	Since this is the instructors first online course, it would be beneficial to continue working with the campus online faculty mentor as well as attending a conference specifically oriented toward faculty who develop / implement online course.

Program Assessment Results: Spring 2002

Radiography

Goal Assessed	Individual Use of Results	Institutional Use of Results
Students will be able to scientifically select the proper technical factors to produce the highest quality radiographs.	Results from assessment are tabulated according to the number of errors in each criterion. Areas of weakness are reviewed, practiced and tested again.	<ol style="list-style-type: none">1. Replace outdated equipment with modern equipment.2. Additional patient phantoms for student practice.

Discipline Assessment Results: Spring 2002

Religious Studies

Goal Assessed	Individual Use of Results	Institutional Use of Results
1: Students will demonstrate a knowledge of the interrelationship between religions and societies.	I can see that exam questions need to be more carefully formulated to assess the specific discipline goal. I shall rewrite some questions. I can also see that while giving students a choice of questions to address, I shall have to force some choices in order to get a better sampling of students. Only three out of eight students chose to address this particular question, and none of the other questions was formulated in such a way as to assess the specific stated goal.	I need more films. I also need more professional development in the area of Religion and Film by participation in the Film and Visual Culture Group at the Annual Meetings of the American Academy of Religion.
4: Students will demonstrate appreciation for religious issues, ideas, and/or values.	I would like to see a higher percent of students meeting the criteria. Next time I give this type of question I will reword it so students know more precisely what I am looking for in their answers.	Because this is a Religion in Film class, I would like to see the TCC purchase additional films as resources. Room MC 624 still needs stereo speakers installed.

Program Assessment Results: Spring 2002

Respiratory Therapy

Goal Assessed	Individual Use of Results	Institutional Use of Results
Critical Thinking	<p>Teaching methodologies are evaluated to determine if the information was presented in a manner to meet different learning styles. The syllabus is reviewed and revised to better clarify what is expected of each student in the course. Any updates or additions to the TCC model syllabus will be incorporated. Any areas of the material not understood by the student will be re-taught and the student will receive remediation until the concepts are understood and demonstrated back to the instructor. Each written exam taken by the students is reviewed for the number of questions missed. Each missed question is evaluated for validity and reliability to ensure proper evaluation of student's competencies. Students are given credit for the questions that prove to be invalid or unreliable, so they are not penalized for a unusable test question. The exam is then revised to improve the quality of the evaluation process.</p>	<p>An upgrade of the current PFT machine to include a computer with a larger hard drive to store the current PFT software program and to save the student's own PFT and subsequent test performed on other subjects. This would provide feedback to the instructor for subsequent instruction and meet several learning styles for instruction.</p>

Discipline Assessment Results: Spring 2002

Sociology

Goal Assessed	Individual Use of Results	Institutional Use of Results
3. Distinguish between the major theoretical perspectives and use them to analyze specific social situations	<p>Well, this was certainly an eye-opening little endeavor! Almost half the class didn't know what the hell they were doing with the theories! However, since this was the first assignment in which they had to use theory, this might not be as bad as it looks. Still, I'm planning on two things. First, on the two assignments due in a couple of weeks, I'm going to look very carefully at the theory section. And a week prior to the due date, I'm going to send an e-mail about the importance of theory in the study of social problems and the importance of demonstrating an improved understanding of theory since the second assignment. I think this will improve both focus and motivation. I will probably do this in future classes, unless I see dramatic improvement in Assignment #2. The other thing I can do is make many more comments in the discussion board relating theory to what students say. I do a lot of prodding to keep students posting, but I may need to push more for improved sociological analysis in those postings. If they start reading and thinking theory there, it may come a lot easier on Assignment 2.</p>	<p>Again, I'm going to bitch about Lead Teacher Training. It was worthless. I got nothing out of it related to teaching an online class. I took a Blackboard class on the 8th Floor later, on my own, and it was a lot more helpful. Also, though learning all the technological bells and whistles is fun, it doesn't address the pedagogical issues in online classes, which can easily degenerate into correspondence courses. Online faculty need more training, not only in Blackboard, but also in techniques for creating a genuine online classroom. For example, I know there's a way to have student groups on Blackboard, but I haven't figured it out yet. But I'm not just talking about learning more technical stuff here, though that is part of it.</p>

Discipline Assessment Results: Spring 2002

Speech

Goal Assessed	Individual Use of Results	Institutional Use of Results
2: The student will demonstrate appropriate skills in delivery of extemporaneous oral presentation.	Upon review of the delivery assessment, the instructor will prepare individualized lesson plans that will re-teach and provide extra practice for each class, depending upon the area of weakness. Individualized plans may include: group practice with writing and oral critiquing various model speech videos, individual critiques of various model speeches followed by discussion, and individual practice which will include video taping of the individuals performance. The student will then watch the video of him/her self and critique it. The same speech will be critiqued by the instructor. Discussion and feedback will be incorporated. The results are used to judge whether more activities are merited and which students need more individualized instruction.	Although the findings of this assessment proved successful with 94% of the students attaining this goal, I will incorporate other methods such as oral interpretation and video speech samples in which the student will use as a model for improving delivery techniques. The students will then be assigned an oral interpretation presentation that will provide further learning experiences.
2: Students to demonstrate appropriate skills in delivery of extemporaneous oral presentations	Assessment results will determine the students' level of proficiency in delivery skills. Should they fall below a 70% percentile or "C" level, additional emphasis would be placed on delivery skills by instructor.	Students are meeting desired goals by C level. Additional sources (media software) illustrating delivery skills would enhance instruction.
2: Students to demonstrate appropriate skills in delivery of extemporaneous oral presentations.	To confirm the overall success of the methods used to attain a 79% success level in a skill that often takes many years of speaking experience to accomplish.	None.
2: Students to demonstrate appropriate skills in delivery of extemporaneous oral presentations.	Results indicate that 91.3% of the students assessed successfully demonstrated competency based upon stated criteria. These results provide evidence that current teaching strategies and methodology are on track and successful. No changes are warranted.	To maintain current success levels the following will be needed: <ol style="list-style-type: none">1. Timely replacement of camcorder equipment in the media dept.2. Replacement of video-playback unit in professors office (also used in the classroom).3. Ample supply of blank video tapes.

Discipline Assessment Results: Spring 2002

Theatre

Goal Assessed	Individual Use of Results	Institutional Use of Results
2: Demonstrate the fundamentals of acting, including terminology, movement, vocal control, and character analysis.	I intend to place more emphasis on assignments requiring the correct use of basic stage terminology.	None listed.