Discipline Goal / Program Competency Assessment Report

Spring 2003

Compiled by

The Office of Institutional Research and Assessment

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Executive Summary

- A total of 164 faculty members contributed 173 records to the course-embedded assessment of discipline goals and/or program competencies.

- The 164 faculty member responses represent 61% participation by full-time TCC faculty.

- Of the 173 assessment records submitted, 40% indicated specific changes to pedagogy in an effort to improve the potential for student learning.

- Requests for institutional intervention are prioritized as follows:

  1. Classroom Equipment: 15%
  2. Professional Development: 13%   (External: 8%)
                                       (Internal: 5%)
  3. Curriculum: 9%
  4. LRC Media: 6%
  5. Lab Support: 6%
  6. Share-file: 3%
  7. External Student Learning Opportunities: 1%
  8. Entry-Level Placement: 1%
  9. Other: 3%

List of Contributing Faculty Members

Audrey Alcorn	Benjamin Edwards	Laura Hunt	Earnest Montgomery	Russell Sowell
Natalie Arnold	David Ellenburg	Gwenn Hurlbut	Linda (Perri) Montgomery	Steve St. John
Susan Attalla	Tiffany Engel	Cheryl Hyland	Judy Moore	Sarah Stecher
Kimber Cobb	Cheryl Feken-Smith	Pamela Imhoff	Michael Moore	Francoise Sullivan
Bud Turman	William Fite	Marilyn Inhofe	Sid Moyers	Mary Sullivan
John Kahre	Jeanne Froeb	Carol Johnson	Stephen Murdock	Angie Summers
Donna Goodwin	Cathy Furlong	Pamela Johnson	Paul Murtha	Michael Swafford
Jerry Babb	Lisa Gerow	Glenn Jones	Christine Myers-Baker	Jacalyn Swicegood
Beverly Bailey	Nikki Givens	Susan Kamphaus	Janine Nelson	Paddy Swiney
Phoebe Baker	William Goswick	Pam Kannady	Paula Netherton	Kathy Tam
Wendy Eddy	Warren Graham	Robert Katz	Susan O'Neal	Carla Thompson
Darin Combs	Ivan Griffin	Eric Lange	Dale Parkey	Carole Thompson
Carolyn Bednar	Vivian Hagood	Sandra Lanoue	Dewayne Pass	Suzanne Thompson
Brena Bellovich	Anita Hall	Mary Larson	David Patocka	Carol Tillman
Virginia Bellows	Yuko Hamaie	Rebecca Legleiter	Gary Persing	Susan Tillman
Cheryl Benford	Millie (Ann) Hammer	Sharon Limas	Mary Philpott	Radonna Tims
James Blackburn	Jane Hammontree	Julie Luscomb	Millard Pickering	Diane Trimble
Kenneth Blankemeyer	James Hardwick	Linda Lyons-Coyle	Carol Plummer	Patricia Trusty
Ronald Boodt	Renee Harrison	Denise Lysikowski	Sarah Plunkett	Nancy Vitali
Karen Boutell	Randy Harvey	Ann Malloy	Victoria Prevatt	Marva Volk
William Briscoe	Brad Heath	Fern Marrs	Beverly Pyron	James Wadley
Mary Broyles	Connie Hebert	Don Mathieson	Camille Quinn	Sharolyn Wallace
Heidi Burton	Thomas Henderson	David Matthews	Kris Rapp	Karen Ward
Mary Cantrell	John Hensley	Pamela Mattson	Daryl Richter	Lisa Watkins
Jane Chandler	Antonio Hirad	Miriam May	Susan Schoffman	Mary Wells Phillips
Pamela Chew	Diana Holsten	Lori Mayberry	Jon Seely	Krena White
Kenneth Claney	Jeff Holt	Patricia McCann	Jack Sellers	Mitzi Whitener
Penny Colglazier	Lisa Hopkins	M. McCarty	Barbara Sethney	Judy Williams
Elizabeth Connell	Linda Houston	Sherry McGeady	Joyce Shilling	Roger (Dewayne) Willis
Carolyn (Sue) Cook	Gretchen Hrachovec	Michael McRuiz	Joseph Siebers	Julie Woodruff
Tamra Davis	Shelly Huggard	Gary Miller	Noah Singer	Jean Woody
Suzann Dunkerley	Cheryl Hughes	Dorothy Minor	W. Michael Smith	Sandra Zingo
Elise Earl	Jerry Humphrey	Maxine Minson	William Smith	

Goal Assessed	Activity	Criteria	# Assessed	# Successful	Instructor Action Plan	Institutional Action Plan
The effects of financial transactions on the financial position of a business entity: Each financial transactions affects two or more accounts which then affect the statement on which they appear. Students, who correctly assess each transaction, will derive the correct totals at the end of the problem.	Students were measured through homework assignments which covered the basic relationships of elements of these financial transactions. Quizzes are completed for each homework assignment. I chose Problem 1-5A which covers several basic financial transactions and the preparation of the basic statements.	Students were assessed on the accuracy to the quiz questions. If the number submitted by the student matches the correct answer, then the student must have achieved that program competency.	62	53	Students not performing a 7 or better are encouraged to utilize the Personal Trainer which is an electronic form of a tutorial. They are also encouraged to meet with me during office hours or participate in the on-line discussion board. In traditional class settings, half of the class meetings are set aside for labs in which students can receive individual attention from the instructor to help them raise their grade. The results attained above are after students have received these aides.	None listed.
To identify & work with basic accounting concepts, principles & systems of internal control.	All of accounting is based on the ability to classify accounts (correctly) as assets, liabilities, capital, revenue, expense. Whether you teach a "traditional" accounting course or a "business user" accounting course, students must be able to classify. I gave each class 20 accounts to classify on their first exam.	A student has successfully achieved this competency when they get 15 out of 20 correct.	35	30	Short questions on this topic will be given each week before the first exam.	N/A

Goal Assessed	Activity	Criteria	# Assessed	# Successful	Instructor Action Plan	Institutional Action Plan
Itentify and work with basic accounting concepts, principles, and systems of internal control.	Students were given homework assignments on "internal control." Then they discussed internal control and their homework assignment in their assigned team. Next, they had to brainstorm, agree upon and compiled a list of appropriate procedures of internal control for safeguarding a business firm's assets and accounting system's records. Finally, their group had to work a textbook assignment analyzing the strengths and weaknesses of a company's internal control. Then on their exam, students had to answer test questions covering the concepts of interna control. The entire procedure transpired during classroom time so that the instructor could perform "classroom observation." Additionally, the assignments were then scored for correctness Furthermore, there were three embedded test questions to determine a student's basic understanding of the idea of internal control.	Student mastery of understanding the idea of "internal control" was evaluated upon their group work, and with three embedded test questions. (Actually the entire field of "financial accounting" in internal control.)	32	32	The results show success. Therefore, the same procedures will be continued and supplemented as appropriate considering course objectives and resources, I.e., time materials, etc., available. Based on the successful results revealed through this year's outcomes assessment, the instructor will try to supplement this particular goal (internal control) only with activities that also cover other basic program competencies. For example, a more in-depth coverage of "voucher systems," which only exist to provide better internal control over cash payments, would also emphasize the basics of debits and credit transactions.	Accounting tutors and/or para-professionals.

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Analyze and record accounting transactions in a microcomputer environment.	The program competency was assessed by assigning two problems throughout the course for four classes, two day and two online classes in Managerial Accounting (ACC 2223). A problem was assigned for each of the following manufacturing accounting systems: job cost, and process cost.

Two problems (Problem 1-2A and 2-1A) were assigned to each student to use the Klooster & Allen General Ledger software to prepare nine job order cost system general journal entries and nine process cost system general journal entries. .   The student was required to analyze each transaction (decide the accounts to use and the amounts to use as debits and credits) then to record the entry in the general journal and post it to the general ledger. The student then had to save the file and send it to the Digital Drop Box in Blackboard for grading. The student was required to receive a 90% or above on each assignment to receive credit for the problem. | The software package contained a solution checker the student had to use that told the student what percentage was correct and which account titles and amounts were wrong on each problem. The software was designed to give feed back to both the instructor and the student an overall percentage correct. That overall percentage was used to determine whether the competency level was achieved on each problem. The problems were either accepted or rejected based on the student meeting the requirement of an overall percentage of 90. | 51 | 46 | The results allow the instructor to have immediate feedback that the student has grasp the learning concepts presented and that the student can proceed to the next managerial accounting concept. The student had to learn the flow of manufacturing from a job cost and process cost concept before entries could be make in the general journal. The student had to learn how to use the Klooster & Allen General Ledger Software and the solution package. The student also had to learn how to send the file to Blackboard's Digital Drop Box for grading. The number of students 46 out of 51 accomplishing these two tasks will enhance my teaching and improve students ability to perform these job tasks now or when they graduate. | None listed. |

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Compute depreciation of plant and equipment, using various methods of estimation. Record exchange and sale of assets.	Students were tested on three methods of depreciation, including the straight-line, production, and double-declining-balancemethods. The students were asked to compute depreciation of assets under each method, given the cost, estimated residual value, and estimated life of the asset. Students were also asked to recompute the depreciation after a specified number of years had passed in the case where either the estimated useful life or residual value of the asset was updated. Students were also required to compute depreciation under each of the methods for a year in which the assets were purchased on a date other than the beginning of the year. Students were also tested on the disposition gain or loss on an asset, both in cases where the asset was sold, and also in the case where the asset was traded-in. The students were also required to be familiar with the like-kind exchange rules, requiring that a gain on the trade of similar assets must be postponed for accounting purposes and recognized through depreciation deductions over the life of the newly acquired asset.	Students were tested on the information in #1 above by completing take-home quizzes and in-class exams on the material specified above. The quiz and exam questions were in the multiple choice and true-false format, as has been the format of the CPA exam and as is common to the testing of information in the accounting field. Answers to multiple choice and true false questions are widely considered objective and thereby subject to validation based on the students' choices. I considered a student to have achieved competency in the area if his/her grade were 75% or better on the quizzes and exams over this material.	65	55	The assessment results were quite good. This semester, I developed the concepts more slowly than I have in the past, and spent more time reviewing the material than usual, with very good results. One key that I have found is to write every little detail of the class lecture pertaining to the presentation and solution to the problems worked in class on the board. Small details that I might have previously explained in lecture but not have written on the board seem to be missed by many students in the past. I think that the process of writing the information on the board is helpful to students in reviewing for exams and has helped many to absorb the information better by causing them to have to copy the material. The theory that writing down information helps the user to remember it is, I believe, well founded.	I don't believe that this subject requires any additional resources or professional development activities. It is an old, well-established subject that is best taught through example by solving practice problems in the classroom, and no special resources are necessary in order to do that.

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Demonstrate principles of design and composition.	Each drawing assignment is precluded with a discussion and demonstration of the media being introduces and how it can be effectively used to create and manipulate values, lines and textures. The manipulation and arrangement of these elements creates the design or composition of the drawing. Repetition, variety, contrast, rythm, balance & emphasis are the principals used to manipulate the elements.	The sucess of a students efforts to accommodate these principals and elements is brought out in the finished drawing. Through objective visual analysis and class critique, the sucess or failure becomes evident based on the principals and elements of design.	8	8	Sucess of the student is feedback for which an opinion can be made as to wether the efforts are valid or a new or different approach is needed.	None listed.
Development of the creative thought process as it pertains to subject.	Students in Graphic Design 1 were given an assignment wherein they were to create a hand-made booklet that combined research with design principles. They were given a list of prominent graphic designers and told to choose one of them. They were to research that designer's work and describe why the artist's work is important. They were to include examples of his work. They then created a booklet about the artist, with the requirement that it be assembled using non-traditional methods. That is, it could not be bound with staples or glue. Students were strongly urged to "think outside the box," and consider other forms of fastening , such as the use of nuts and bolts, sinew, etc. They were also encouraged to explore alternative materials and formats.	Students were evaluated on the content of their research, and on the innovation in design that they used in the creation of the booklet: alternative materials, alternative processes, and non-traditional print formats. Content accounted for 50% of the grade, and innovative design accounted for the remaining 50%. Students were penalized for poor craftsmanship or presentation.	10	9	Assessment results indicated that students were challenged to be innovative in their approach to writing an otherwise traditional research paper. They learned that the research paper itself could be a work of art that they enjoyed designing, and that others enjoyed reading. The results suggest that creative approaches to class assignments could be applied to other disciplines.	Additional books in the LRC that pertain to art and technology, and release time for instructors to improve technological skills.
Evaluate the relationship between arts, culture & society.	The students wrote a paper according to a 5 step process.	They answered all 5 of the steps with accurate & relevant information as well as proper references.	27	27	This is a good online constructive assignment. I will continue to use it.	Faculty development in online teaching.

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Demonstrate an understanding and use of the manual.	Each student is requested to demonstrate an understanding and use of the flight computer by working a problem individually. The student is required to explain orally how the computer is used to solve the problem. A one hour test is administered requiring the student to solve an assortment of flight problems.	A student has successfully achieved the required level of competency when he/she scores a grade of 70% or above on the test. The specific criteria for successful achievement of the comptency is based on similar competencies required by the Federal Aviation Administration.	34	30	Additional classroom instruction is provided to explain the difficult problems more throughly	None listed.

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Critical thinking	Critical thinking in this course will be assessed through essay questions designed to stimulate the student to incorporate fragmented knowledge and understanding of complex processes. Two questions were asked, one over the maintenance of homeostasis in physiology, and the other over the relationship of form (or structure) and function. These are important concepts in anatomy and physiology and direct the student from memorizing facts to learning concepts. These essays allow the student significant freedom in choosing the problem they wish to address as long as it falls within the criteria for the question.	The criteria for assessment of both questions include: a) Does the student understand the concepts of homeostasis and "form denote function"? b) Is the student able to describe the chosen process in accordance with the question? These essay questions were part of the course final exam. They were given a point value of up to 10 points each. For purposes of this evaluation, the maximum points possible is 20, with the grade breakdown as follows: A = 18-20 points (90-100%) B = 16-17.9 points (80-89%) C = 14-15.9 points (70-79%) D = 12-13.9 points (60-69.9%) F = less than 12 points (<60%)	40	8	I am disappointed with the results of this assessment. I strived to install an appreciation for the complexity of the human body and the interactions and regulatory mechanisms that must occur for normal function. Having spent many years in medical research, I am able to include interesting side notes, applications, and insights to some of the recent research that are not included in the textbooks. I had hoped this would lead to increased understanding. In order to determine if my criteria were met in the assessment, I examined both questions based on both criteria. For the first criteria, (does the student understand the concepts of homeostasis and "form denotes function"?), I found that most of the students demonstrated good understanding of the concepts, but many lacked the ability to present them in an organized manner. The second criteria, (is the student able to describe the chosen process in accordance with the question?) was answered well by most of the students, with only 4 students falling short of attempting to answer the specific question.	In order to enhance student potential to develop critical thinking skills, I intend to include problem-solving in this course in the form of medical cases and specific scenarios. For example, what happens to an individual's heart and respiratory rate when they move to high elevations, and what effect would that have on a person with hypertension or sickle-cell anemia? Based on the results of my assessment, I intend to include glimpses of disease states that illustrate what happens when homeostasis is not maintained in the human body (Grave's disease, hypothyroidism, diabetes, etc.). I also feel that the students really enjoyed hearing explanations and talking about everyday physiological mysteries (why do you need iron in your blood and why can't you see colors in a dimly lit room?). This only requires me to make handouts, transparencies, or slides of the new information not covered in the text. It is this kind of information that sparks the student's interest and makes them feel that the knowledge gained in the course is practical and useful. It is also this kind of information that the student doesn't forget, and in fact will often repeat to family and friends. In the laboratory, I found that the students were intimidated by histology slides and had difficulty relating to the structures and cell types. To overcome this in the future, I will include an exercise on making histological preparations where each student makes a slide of a different tissue and then explains to the class the noteworthy characteristics or important features of that tissue or cell. I think the diversity and hands-on experience will make it fun and easier to remember.

Goal Assessed	Activity	Criteria	# Assessed	# Successful	Instructor Action Plan	Institutional Action Plan
Students in our laboratory classes will demonstrate proficiency in measurement and in using various techniques & equipment (including their strengths & weaknesses) as they apply to solving problems in the biological sciences.	Students performed laboratory exercise 2: Metric System - I have included the laboratory exercise sample. Students measured length, mass, and volume and temperature using equipment & tools in most science laboratory settings - other lab measurements & techniques included DNA electrophoresis (not measured in this exercise). Students learned graphing techniques & evaluation of data.	Students were evaluated using verbal assessment - student needed to demonstrate competency to instructor and overall grade of laboratory assignments. Students graphed own research data & evaluated various types of graphs.	24	18	I will incorporate additional exercises for practice.	None at this time.
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.	The assessment for this goal focused on the process of obtaining and using energy. Students kept a record of all food and drinks consumed for three consecutive days. The foods were analyzed using the FoodWise program that comes with their text, Contemporary Nutrition, Wardlaw, 5th Ed. As the topics were discussed in lecture, the students completed two assessments which help them interpret the FoodWise data analysis. After analyzing their diet, the student then modified one day's diet to improve their dietary profile. A copy of the second analysis (NutAnalysis2.rtf) is attached.	All 29 students successfully completed the assignment. We completed in class examples of each task as a group. As a result, the students were familiar with computations needed to complete the project. There were only 3 students who failed to complete one or more sections of the assignment. A few made computational errors; 22 of 29 received 90% credit or better.	29	29	Feedback from the students on the assessments was very positive. They found it useful to have specific information that allowed them to see the strengths and weaknesses of their current diet.	After the initial FoodWise analysis was completed, the students were to save their file on a floppy so that it could be used for the following projects. A number of students lost their original file or had trouble reading the floppy on school computers. It would be useful to have disk space on Blackboard or another school website for students to save files that they need to retrieve during the semester. If this capacity already exits, I am not aware of it.

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Students will demonstrate an understanding of the basic life processes, such as cell structure, obtaining and using energy, and the processes of reproduction, heredity and evolution.	Essay Question on Exam #1: Why sexual reproduction? What is gained by living things having reproduction by sexual method? At what expense to the organism, both population and individual? Plus a total of thirteen multiple choice questions over the same general areas. The essay test a students ability to write a comprehensive essay incorporating the use of energy to maintain sexuallity, and the effects of heredity and ultimately the effect on evolution of a species as the result of sexual reproduction. The multiple choice questions tested knowledge of specifics.	The students level of ability to write comprehensive essay that answered the question on sexual reproduction showed their success and therefore the success of teaching that goal criteria. As did a reasonable level of answering the multiple choice questions related to those topics. Students had to be able to combine information on several separate although related topics into a readable and understandable essay. The success of this indicated their competency.	33	24	More emphasis will put on genetics (heredity) related to sexual reproduction. This was the weak part of the essays and knowledge base, so that is where additional emphasis needs to be applied	Students need stronger emphasis on genetics and heredity in lower level courses.
Think critically within the Biology discipline including one of the following skills: make inferences based on careful observation and judgements on specific criteria.	Had the students graph experimental data and each student made inferences in order to evaluate the data. The laboratory experiment was on the ability to jump vs. width of the calf.	Each student measured their calf and jumped three times them the students made a graph and each student assessed their position in the graph according to calf measurements by writing an explanation that supported or did not support fast twitch vs. slow twitch muscles. This was a pass fail, evaluation reflecting the steps [performed?] correctly.	27	22	Questions could be used by the instructor to incorporate math and observed skills in the learning objective.	An instructor could revise the syllabus so it more clearly delineates discipline goals or request new or additional lab equipment.

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Our course is designed to inspire. We incorporate both traditional and creative lecture and lab motivational experiences. Our fundamental "Goal" is to ready students for transfer credits into programs in medicine, nursing, ecology, horticulture, pharmacy and other biological disciplines by meeting set regents and collegiate standards. Our "Objective" is to motivate and encourage students to continue with academic excellence.	We assess the discipline goal as it is defined above by partitioning lectures to coordinate with laboratory experiences. In lecture we develop 12 concept charts as assignments and give 3 partitioned lecture exams and a comprehensive lecture final exam. In lab we partition into 4 orchestrated field trip labs, 4 microscope labs, 4 film labs, 8 application labs and 4 recitation and testing labs. Lab quiz testing, exercise type-ups, calculations, film type-ups, microscope drawings, field trip type-ups and preliminary experiment type-ups constitute 200 of 700 total points. Lecture Concept Charts constitute 200 of 700 total points. Best two of three partitioned lecture exams constitutes 100 of 700 total points. Optional Performance Criteria are used under syllabus guidelines to compensate for deficiencies when application.	Accadimic Success is quantified. The class is not curved and therefore standards are maintained. The class is not curved and therefore standards are maintained. We average 75% as a class average on lecture exams with a deviation of +- 02%! Overall, class grades range higher by way of 10-15% due to withdraw rate, dropping lowest lecture exam, optional performance exercises and laboratory assignment grades. We know our goals have been reached by: a. course point qualification (see below) b. port folio accumulation c. one-on-one interaction d. student evaluation feed back e. student follow-up success f. student praise By using an unwavering standard of excellence we can support articulation efforts. By requiring "equal work for equal pay" we can keep class morral high. By not curving we can be completely objective and can keep standards high. We also keep "student-to-student" competition to a minimum as one is compared against a fixed standard and not against one another. It is possible to achieve more A's and B's than C's and D's… and we do just this. We regularly recommend that students withdraw if making a D or F by mid-term. Lecture Exam competency uses 5 criteria: a. comparative (terms and definitions) b. associative (multiple choice) c. correlative (cause & result or calculation) d. cognitive (concept chart reconstruction) e. conjectural (bonus thought questions) Letter grades are assigned on the basis of total point accumulations with top 11% (of 700 points) being a "A". However, "B","C","D","F" are assigned for each 10% increment thereafter. 5 points per class or lab hour missed are deducted; otherwise all points are additive. Again, all grades assigned are strictly quantitative based upon a point system and not subjective. Because the students are the variables in this structure, and because we want best results per students, we allow	15	12	For Lecture Exam III. There are 187 individual items, required for 100 points. For 18 students there are 2, 805 individual items as an individual unit collective for the class. This grade represents 1/7th of an individual students' point accumulations applied toward their final grade for the class. Letter Grade Distribution is as follows for lecture exams: I. II. III. A = 7 5 10 B = 5 3 0 C = 1 5 1 D = 0 1 1 F = 5 4 6 Range - 118 - 40 = 76% points Mode = 98% & 92% Median = 98% Mean = 76.94% Class = 18 students On my third lecture exam it is typical to have fewer B's, C's, and D's in this class. My evaluation goal is to take as many low performance students and push, by encouragement and reward, as many as possible past the mediocrity ranges and into the upper ranges. Because the final is comprehensive, a percentage of normally above average students opt to keep their first two good lecture exams, minimize their third exam and show their overall proficiency on the final comprehensive exam. This is typical in my classes within my encouragement / reward strategy. Because these figures reflect consistent past patterns and because I have had consistently good results with the above system I have little to alter procedurally. As a side note this particular class performs best with two 120 minute lectures per week and performs worst with three 50 minute lectures per week as is borne out by statistics	None listed.

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		students as much extra time on lecture exams as they need (within reason) and hence we do not need extended time selectively for just some students. This creates a testing environment more satisfying and less constraining or biased as perceived by the students.			over the past 12 years. Our administration still mently places this course in the General Biology category when, in fact it operates as a follow up to General Biology, much like Zoology or Chemistry II. Or Algebra II. Most Botany students are directed majors in the Biological Sciences. Most General Biology students are not Biological Sciences majors and choose General Biology as an elective. We are always impressed with the dedication of the majority of our Botany students. Re-initializing General Biology follow thru recruits will increase enrollment counts and sections.	

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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.	In an exam, students were given the following problem to solve: a) Calculate the pH of a solution prepared by dissolving o.37 moles of formic acid (HCOOH) and 0.23 moles of sodium formate (HCOONa) in 1.00 L of solution. Ka of formic acid is = 1.8 x 10-4 (5 points) b) What is the pH of the solution after addition of 2.00 mL 6.0 M HCl? (5 points)	To demonstrate competency, students must be able to a) calculate concentrations of substances added to prepare the solution from given information b) write the correct equation for the acid dissociation reaction and equilibrium expression c) understand the meaning of pH d) set up the appropriate formula or equation and calculate the desired quantity from the given information e) calculate change in pH after addition of small amount of acid.	11	6	Additional example and exercises will be covered in class. Homework assignments will be given for problem-solving skill building. Students needing extra help in mathematical operations will be referred to the math tutor. Internet resources with tutorials will also be posted and linked to my Blackboard website for this on campus class.	We need a full-time paraprofessional chemistry tutor.
Demonstrate mastery of the unique language of Chemistry	Eight questions out of the first three exams given during the semester were identified as pertaining to the above stated discipline goal. Each of the 19 students was scored as to whether they correctly answered each of the ten questions.	Those students who correctly answered 6 or more of the eight questions (I.e., 75% or better) were judged as to have achieved this discipline goal.	19	13	I don't know if they will be. As can be seen in the examples of test questions above, not all the chemical bonds are written by the software available to me (MS Word and many bonds or entire chemical structures must be drawn by hand. Numerous bonds and chemical structures must be drawn by hand for exams, quizzes, lecture notes, labs, etc.	1) The request from last year's Assessment for a Periodic Table of the Elements to be posted in every classroom where chemistry or related subjects are taught, has been fulfilled. 2) Software able to construct structures compatible with MS Word would enhance lectures, labs and exams.

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Application Software/MOUS Prep: Utilize Microsoft Excel to design and create spreadsheets that employ a variety of techniques to analyze and evaluate information, therefore providing a business with the information base needed to make profitable financial decisions.	A. Students were required to complete twenty-four case assignments including one or more spreadsheets covering all of the techniques assessed on the Microsoft Office Specialist Expert Level Excel Exam earning a minimum of 180 out of 300 possible points. B. Students were required to complete three multiple-choice exams covering all of the concepts assessed on the Microsoft Office Specialist Expert Level Excel Exam earning a minimum of 180 out of 300 possible points.	A. Students who successfully achieved the program competency earned 180 out of 300 points on the case assignments. and B. Students who successfully achieved the program competency earned 180 out of 300 points on the exams. or C. Students who pass the Microsoft Office Specialist Expert Level Excel Exam.	41	24	The outcome of the projects and exams were analyzed determining which Excel techniques were completed incorrectly on case problems and which questions on Excel concepts were missed on the exams. In future classes, the course addenda and scheduled class time will be improved so that more time is spent on these techniques and concepts and investigation will be made into how the techniques and concepts can be covered differently resulting in future higher average scores.	The teaching and learning process can be enhanced by providing release time and financial resources for faculty to attend professional conferences, to update skills for new software releases, and to develop innovative teaching practices.
CIS will continue to procure and maintain industry standard hardware and software.	Students answered a questionnaire that asked if they believe TCC provides and maintain industry standard hardware and software in its CIS classes.	Students were given 2 bonus points for answering the questionnaire.	10	7	I will continue to request state-of-the-art hardware and software.	Continue to provide state-of-the-art hardware and software.
This program will provide a broad base of business and technology, which the business computer employee can use to continue to develop skills for job advancement	We continue to offer the latest software applications in the Microsoft Office area and the leading Operating systems currently on the market today. Many students do not have the current software version in the market, but they were able to take their classroom experience home and use it on their own version of software to create their documents. Students complete in class exercises to learn the concepts, homework assignments that reinforce the concepts and then in-application testing which allows them to perform a specific activity with immediate reinforcement regarding mastery of that specific objective.	Students do final projects that incorporate the learning of the different applications. For example, they take a chapter learned and create a presentation that is used for review before the final objective exam administered through Blackboard. Students who answered the required questions correctly within their presentation group received passing grades	52	48	I found that I really needed to involve more people in the groups. The textbook is being changed for the Fall semester to reflect shorter chapters for concepts so that not so many chapters are used in the final objective exam. I also discovered that some needed additional practice with providing correct answers in a brief concise manner. I will grade specific answers before they begin working on Chapter presentations.	We must continue to provide the most current software available, because many of them will go straight into the job market with the skills learned in a Computer Concepts Class.

Goal Assessed	Activity	Criteria	# Assessed	# Successful	Instructor Action Plan	Institutional Action Plan
This course provides preparation for the "CompTia" A+ O/S exam and a comprehensive coverage of operating systems and applications support. Special focus is given to installation, maintenance, and optimizing system performance using DOS, Windows 9.x, Windows NT, and Windows 2000.	In this course students are given frequent quiz's (usually at the end of each section covered) as part of their on-going assessment. These quiz's are not straight forward by design, but rather in the form of a series of essay's which are very subjective in nature. The goal is to conceptually place the student into a scenario in which they are required to have mastered the concepts needed to formulate decisions that will lead to desired solutions. This style of learning is used as a deliberate attempt to prepare students for real-world troubleshooting environments as a part of their workforce development.	In this course students learn the inner operations of various Microsoft operating systems, how they evolved, and how they function. During each section of the course (after a sufficient amount of groundwork has been laid), I place the students into constantly revolving "one-on one" discussion groups (role-playing) and have them explain challenging topics to one another in an attempt to embed concepts covered up to that point. This process unveils each student's strength and weakness on various concepts introduced and affords me (through monitoring each discussion pair) the feedback necessary to make modifications to their understanding of the material. In addition, the constant revolving of each pair creates a leveling effect on the over-all knowledgebase of the students within each class. By diversifying their exposure of the material (lecture, written, reading, reciting to others, and hands on labs), then by following up with subjective quiz's over challenging concepts, the students are more easily assessed along the way and therefore better prepared for troubleshooting in the workforce upon completion of the class.	21	21	As already stated, the roll-playing that is performed during class provides immediate feed-back to me for student evaluation. It also occasionally introduces new topics which I selectively add to future lectures and labs based upon relevance. Student also receive immediate feed-back from fellow classmates, as well as my instruction. This dramatically enhances the understanding of each topic as we progress throughout the course.	This is a difficult subject to stay current with. The computer systems MUST be the most current in order to support all (5) different operating systems concurrently. I would like to receive a semi-annual set of the most current CBT's and industry certification practice exams (also CD's) in order to keep the latest exam topics in the forefront of the learning experience. This is critical since the industry continues to evolve their test criteria and standards. Summer certification training camps for the instructors would also be requested so as to maintain competency (keep current) with the industry.
The Computer Information Systems program will provide and maintain industry-standard hardware and software for use in CIS classes.	The discipline goal was assessed via a questionnaire that was distributed to students. The questionnaire stated: To the best of your knowledge, does TCC provide and maintain industry standard hardware and software in its Computer Information Systems classes? 1. Yes 2. No 3. I am not aware of industry standards.	This was an assessment of a discipline goal rather than a program competency. Students were asked to complete the assessment survey and all students returned it to me. No grade or score was assigned.	17	15	Teaching and student learning are both based upon the availability of current hardware and software in CIS classes. I will continue to survey students about this subject and upgrade as necessary based upon industry changes, student needs, and availability of funds.	No additional resources or development activities are required but continued upgrade of hardware and software is vital to student success.
UNIX Option: Utilize the VI editor effectively	Assigned lab exercises that required hands on application of the skills learned by reading the book and supplemental materials. I then looked at the work produced by the students in doing the lab exercises and judged whether they were competent users of the VI editor	I required the students to complete a document and use various features of the VI editor such as search, search and replace, numbered buffer use, saving and printing. I then looked at the results to see if it matched what I got when I did the exercise. Those students who achieved 75 percent or more of the objectives were judged to meet the competency. Those who did not achieve 75 percent or more were allowed to work more with the editor and then re-do the assignment.	19	19	I will provide more instruction in use of the VI editor in the future. More examples, more exercises.	None listed.

Goal Assessed	Activity	Criteria	# Assessed	# Successful	Instructor Action Plan	Institutional Action Plan
Exhibit a solid foundation in computer technology, computer nomenclature, and the use of microcomputers as productivitytools.	Students utilizing productive tools to develop a Graphical Webpage. The Project includes: a proposal; documentation; a webpage which should include both rasterizing images and vector graphics as well as generating animation and URL links.	Scoring 80% on this project would result in competency.	11	8	Attend a seminars on the relate subject and to receive the publications provided by a professional association.	None listed
This program will provide a broad base of business and technology, which the business computer employee can continue to develop skills for job advancement	Final exam on Computer Concepts was used for this assessment. The goal was to have the students create documents required in businesses such as letterhead, fax cover page, business card, population graphs, and loan application presentation. Students were to use the Microsoft Office Suite of products to meet the goal.	Successful completion is that the student could accomplish the objective at 70% or greater accuracy.	28	25	More emphasis will be provided on document creation and formation based upon the results. Students are not receiving formatting instruction at the high school level and are underprepared for the creation of business documents. The original goal of the assignments was for the students to learn to integrate the software applications.	In my opinion, the program goals that are currently active for CIS need to be rewritten. As they are currently written, the goals are almost impossible to quantify and assess. Also, should we be addressing program goals or individual major/certificate goals in this report? I didn't know, so went with the generic program goal since I was not teaching a class that was specific to a certificate/major area.
CIS will contine to purchase and maintain industry standard hardware and software.	Students answered a questionaire with the following qustion: To the best of your knowledge, does TCC provide and maintain industry standard hardware and software in its computer information systems classes?	Students were given 5 extra bonus points for answering the questionaire.	13	13	I will continue to request state-of-the-art hardware and software.	Continue to provide state-of-the-art hardware and software.

Goal Assessed	Activity	Criteria	# Assessed	# Successful	Instructor Action Plan	Institutional Action Plan
Understand many customer types and be able to effectively deal with customers and their problem in person or by phone.	Combinations of research into how to deal with different type of customers, their issues, different environment (operating systems). Role Playing in the classroom where students take turns acting as both a customer support employee and a customer with a problem to be solved. Playing both roles gives them a feel for both sides. Assessed by both the instructor and the students sitting in the class observing. After practicing and getting the feel for actually doing this all students were given 1-5 ratings on how they handled the client and their specific problems from both the students and the instructor and then compiled and averaged with the instructor rating carry a greater weight.	After practicing the role playing through the 8 week session everyone did very well if they simply showed up for class, listened to the critique of the fellow students and instructor and participated and applied the feedback and research. Ratings as far as how they handled the customer, the problem, courtesy, temperamental types, etc… continued to get better as they did more role playing.	35	32	It is used as direct and specific feedback for the student to work on improving their customer support skills. It is a very fluid process in that new ideas are gained both by the instructor and the students when using the role playing techniques.	For this particular class the greatest improvement might be getting them into a real world environment such as an internship where they are not just playing a role BUT truly in the process of solving a customers problem.
Gain an understanding of commonly used terminology.	3 exams. Normal grading technology.	Exams are given containing desired terminology.	8	8	By evaluating exam results to see which questions were frequently missed and beef up teching in those areas.	None listed.
CIS will continue to procure and maintain industry standard hardware and software.	A questionnaire was prepared and given to students to determine if they believed that TCC was maintaining industry standard hardware and software.	The results of each of the surveys was recorded and totaled to determine if TCC was meeting its goal of maintaining industry standard hardware and software.	10	7	We should continue to keep up with the industry standard and should make sure that students are made aware of the standard.	Continuing to maintain the industry standard in hardware and software is most important and any resources that could be made available to surpass that standard would be worthwhile.
From Programming Option: Code problem solutions in commonly used programming languages from equivalent program definition documenention.	Students enrolled in the class were assigned a series of 6 programming assignments and provided appropriate program definition documentation. Programs were individually assessed based on the following rubric: Does the program perform as specified? 10 possible points Explanitory comments 5 possible points Choice of meaningful names 3 possible points Neatness and formatting 2 possible points	If a student was able to achieve 80% or greater on the programming assignments based on the above rubric, they were determined to have successfully achieved the program competency.	8	7	Programming assignments will be revisited each semester to determine their relevance to course content and their ability to help students reach the course and program objectives.	None listed

Goal Assessed	Activity	Criteria	# Assessed	# Successful	Instructor Action Plan	Institutional Action Plan
From Programming Option: Code problem solutions in commonly used programming languages from equivalent program definitiondocumentation.	Students in this class were assigned 10 assignments which required them to write programs using the C programming language.Included in the instruction and in the assignment was appropriate definition documentation.	The following rubric was used to assess the assignments: Criteria: Maximum Points Possible Does the program perform (as specified? Was the program appropriated 2 Formatted? Was the output properly 2 Labeled? If the student was able to achieve 80% or greater on the assignments, based on the above rubric, they successfully achieved the program competency.	12	10	Programming assignments are reviewed each semester to determine their relevance to the goals of the course and their abilityto help students reach these goals.	None listed.
The graduate will be able to code problem solutions in commonly used programming languages from equivalent program definition documentation.	Students were assigned eight C programs to write during the semester.Programs were evaluated to make sure they did not contain syntax or logic errors.	Programs are evaluated to make sure they do not contain syntax or logic errors and produce the correct results. Programs that were submitted with syntax errors were not accepted. Logic errors caused the student to lose points on the assignment.	20	15	Grading the submitted programs allows the instructor to see what areas of C Programming are being adequately covered and what areas are not. Using this information, the course coverage can be modified and improved.	None at this time.
CIS will continue to procure and maintain industry standard hardware and software.	Students were asked to answer a questionnaire that asked if they were aware whether TCC provides and maintains industry standard hardware and software in its CIS classes.	Questionnaire measured a goal rather than a competency. Students were asked is TCC did/did not provide and maintain industry standard software or if they were unaware of industry standards.	15	14	In addition to requesting and planning for new hardware and software, I will also concentrate on making students more aware of current industry standards and trends.	No additional resources or activities are required, but a continuing process of updating hardware and software is essential to the CIS programs.
Code problem solutions in commonly used programming language from equivalent program definition documentation. – from Programming Option.	Student must answer exam questions proving his/her competency. An example question is: Code an input box that will allow the entry of an employee's hourly wage. The default setting should be zero (O). After the wage is entered, multiply the wage by 40 hours to get the weekly pay. Print the pay amount on the form. Make sure there will be no error if the user clicks "Cancel."	If the student provided code which results in the desired outcome, the student has proven competency. If the student's code is partially correct, he/she has shown some progress toward competency. If the student provided poor or no code solution, he/she has not proven competency.	18	16	Results establish whether more explanation or practice is necessary, or whether students are ready to continue with further material.	None listed.

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Internet Programming Option: 3. Identify and correct errors in programs in recognize successful output	Students created Web pages that included client-side scripting (JavaScript). The Web page contained a mortgage calculator which determined the monthly payments based on loan amount, percentage and repayment period. The students must test and debug in three separate browsers. Specific directions are attached to this sheet.	Students successfully accomplished this task when their Web pages displayed correctly and output correct data in Netscape 4.7, Netscape 6/7, and in Internet Explorer 5.0+ browsers.	11	10	This introductory debugging exercise is necessary for students to be able to advance toward DHTML taught at the end of the semester.	None listed.

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Community Service	I prepared a short survey and presented it to the two introductory courses (32504; 35537) and the two terminal courses (32502; 32511) comparing the responses to reflect the impact of the discipline.	By high percentage responses on the question community service.	51	41	Continue recruiting and enforcing the goal.	None.

Goal Assessed	Activity	Criteria	# Assessed	# Successful	Instructor Action Plan	Institutional Action Plan
Under Ethics, Professionalism and Communication: Assume responsibility and accountability for dental hygiene actions and service, according to protocol.	The program competency described above relates to professionalism. Professionalism is a portion of process evaluation in every clinical session. A plus (+) / minus (-) system is used to determine whether or not a student met the criteria for that clinical session. Both the student and the instructor evaluate the daily professionalism performance. Fifteen competency points are deducted from the students daily grade, if a student receives a minus (-) in professionalism.	Students have demonstrated they have successfully achieved the program competency by not receiving a minus (-) ir professionalism during a clinical session. The following are the specific criteria related to the program competency: - Focus on the welfare and needs of the patient, quality of dental hygiene care and on learning and improvement of skill over all other considerations. - Present behavior that enhances professional image. - Accept responsibility for solving problems and making decisions based on accepted scientific principles and concepts learned in coursework. - Analyze and evaluate own performance. Identify problems and seek assistance when encountering difficulty. - Accept instruction and evaluation gracefully.	13	13	Each year assessment results are used to reevaluate current criteria (add/delete) as well as evaluate our process and procedures. Results are used to determine the effectiveness of student self-evaluation, instructor evaluation and penalty point appraisal.	None listed.
Under ethics, professionalism & communication assume responsibility and accountability for dental hygiene actions & services, according to protocol.	The program competency relates to professionalism. This is evaluation on each community rotation. by the supervising Dentist or Dental hygiene. A plus (A)(+) or minus (-)(N) system is used to determine whether or not student has achieved (met) the criteria.	Students who have successfully demonstrated the program competency receive a plus (+)(A) students are assessed is three areas; clinical procedures & asepsis, professionalism, and personal	13	13	Results are used to determine effectiveness of instructor evaluation	None listed.
The student will assume responsibility and accountability for dental hygiene actions and services, according to protocol.	The program competency described above relates to professionalism. Professionalism is a portion of process evaluation in every clinical session. A plus (+) / minus (-) system is used to determine whether or not a student met the criteria for that clinical session. Both the student and the instructor evaluate the daily professionalism performance. Fifteen competency points are deducted from the students daily grade, if a student receives a minus (-) in professionalism.	Students have demonstrated they have successfully achieved the program competency by not receiving a minus (-) ir professionalism during a clinical session. The following are the specific criteria related to the program competency: - Focus on the welfare and needs of the patient, quality of dental hygiene care and on learning and improvement of skill over all other considerations. - Present behavior that enhances professional image. - Accept responsibility for solving problems and making decisions based on accepted scientific principles and concepts learned in coursework. - analyze and evaluate own performance. Identify problems and seek assistance when encountering difficulty. - Accept instruction and evaluation gracefully.	14	14	Each year assessment results are used to reevaluate current criteria (add/delete) as well as evaluate our process and procedures. Results are used to determine the effectiveness of student self-evaluation, instructor evaluation and penalty point appraisal.	None listed.

Goal Assessed	Activity	Criteria	# Assessed	# Successful	Instructor Action Plan	Institutional Action Plan
Ethics Professionalism & Communication: Assume responsibility & accountability for DH actions & service according to protocol.	Students were evaluated on their professional responsibility in all courses, both didactic and clinical.	Points are assessed for a variety of infractions. Each infraction is worth one point. Success in the competency is progression thru the course without receiving any professional responsibility points.	13	13	Continue to stress & reinforce the importance of ethics & professionalism. All three factors must be in place for an ideal learning environment.	None listed.

Goal Assessed	Activity	Criteria	# Assessed	# Successful	Instructor Action Plan	Institutional Action Plan
Informed Discussion	Over a three week period, students read and studied the issue of an impending war with Iraq. They summarized three articles they had selected from newspapers or news magazines and filled out a form that asked them basic questions about the issue. The students assembled in groups of four to discuss their understanding of the differing positions American were espousingon the subject of this impending war. They were evaluated according to: 1) demonstrated understanding of the factual information; 2) logical conclusions based on fact; 3) willingness to listen to opposing views and consider them; 4) respect for persons with opposing views	The student had successfully achieved the goal if: 1) he/she had presented a position based upon factual information and logical thought process; 2) responded reasonably and thoughtfully to students with opposing views	29	15	Students demonstrated that even when they have read and studied an issue well enough to identify factual information, their critical thinking skills were poor, and their conclusions are too often illogical and emotional. I must stress current events and critical thinking skills in these classes.	Purchase materials for the Writing Center that reinforce critical thinking skills.
Comprehend readings for community and/or global contexts	Students were asked to select two readings from a set of news articles posted in External Links on Blackboard. All articles dealt with cloning issues: cloning to preserve endangered species, cloning to recreate beloved pets, Egyptian hopes to clone the pharoahs, etc. To demonstrate their understanding and ability to formulate judgments based on their reading, students were required to write a journal entry of at least 200 words.	Students were evaluated on the following criteria: 1. Demonstrated understanding of major concepts discussed in the assigned readings by being able to explain those points in their own words. 2. Demonstrate ability to draw conclusions based on that information. Responses were evaluated on a 3-point scale, with 3 being the highest score and 2 required for a student to be said to have demonstrated competency. 3. The students response was detailed and iinsightful, showing a thorough understanding of the readings and a well-developed application of the concepts. 2. The response revealed a general understanding of the readings and a basic ability to formulate conclusions based on the information. 1. The response revealed little understanding or the assigned material (or failure to read the assigned material).	10	8	- Continue emphasizing the importance of active reading to improve comprehension - Continue requiring similar assignments that require student to grapple with facts, opinions, and cultural issues and to use the reading materials to formulate reasoned judgments.	- 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 sofware / 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

Goal Assessed	Activity	Criteria	# Assessed	# Successful	Instructor Action Plan	Institutional Action Plan
Explain why an initial change in Total Expenditures leads to a multiplied change in Real GDP, according to Keynsian Theory.	Students were asked this question on their final exam.	If the student said or closely stated that "if additional income is given to a consumer (via a decrease in taxes or increase in government spending) then that additional income will get spent over and over in the economy thereby having a multiplied effect the economy. This would increase real GDP.	7	5	I will continue to teach Keynsian Theory with this question in mind and will continue to ask this question on the final exam. Because 2/7 of the students were unable to successfully answer the question, I will cover it more during class. Knowing that this is a very integral concept in Macroeconomics, I will try and drive home this point with additional worksheets and discussion.	None listed.
Explain why an initial change in Total Expenditures leads to a multiplied change in Real GDP according to Keynesian theory.	I used a question on an hour exam to determine if the students understood the concept correctly.	The student successfully achieved the discipline goal if he/she answered the question about the concept correctly on the hour exam.	16	11	The assessment results will be used to expand the emphasis on the multiplier effect on national income equilibrium in Keynesian Theory. Specifically, more lecture time needs to be devoted to explaining the Marginal Propensity to Consume and its calculation and more time devoted to explaining the Keynesian Multiplier Effect and the calculation of its value. More assignments on both of these concepts to assess the students' comprehension before the exam will be implemented.	Enhancement of these assessment results would occur if students in Macroeconomics had a better understanding and preparation in math skills before they took this course. Consultation between the Associate Deans of the Math and Business Divisions could improve an understanding of the requirements the students should have in both departments.
Explain why an initial change in Total Expenditures leads to a multiplied change in Real GDP, according to Keynesian theory.	Students were given a chart illustrating Real GDP in Dollars and the Expenditures for the same time period. Students then analyzed the chart and determined the multiplied change in Real GDP according to Keynesian theory.	Students must derive a particular $ amount of Real GDP according to several scenarios given. Those who used appropriate computations and determined the correct amount demonstrated competency.	19	15	In the future, students will create the chart from data given; then analyze the information on the chart for various scenarios to determine how much the Real GDP is multiplied when any sector of the Real GDP is increased or decreased.	A chart or graph (similar to a sheet of graph paper) marker board in the classrooms where this course is taught would be helpful.
Students completing Macroeconomics and Microeconomics will be able to: Explain why an initial change in Total Expenditures leads to a multiplied change in Real GDP, according to Keynesian theory.	I assessed this goal by giving my Macroeconomics students an exam question requiring them to illustrate on a graph the effect of an increase in investment on the total expenditures curve and on Real GDP.	Students who successfully achieved the goal were able to illustrate on the graph that an increase in investment would cause an increase in total expenditures, leading to a multiplied increase in Real GDP.	62	54	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.

Economics

Goal Assessed	Activity	Criteria	# Assessed	# Successful	Instructor Action Plan	Institutional Action Plan
Students completing Macro and Microeconomics will be able to: illustrate on a graph how a free market arrives at equilibrium price and quantity.	I assessed this goal by giving my macroeconomics students a test.	Students were able to graph a demand curve from demand schedule. Students were able to graph a supply curve from supply schedule.	55	49	No response	No additional resources are needed at this time.
Students should be able to understand the difference between nominal GDP and real GDP and should know how to calculate the difference arithmetically.	Based on hypothetical GDP numbers presented in a table, students were asked to calculate nominal GDP for 2001 and 2002. Then they were asked to calculate real GDP for 2002 using 2001 as a base year.	Students needed to know that multiplying the current price times the current amount of production for each product shown in the table and then summing the results would yield nominal GDP. In addition, students needed to know that multiplying the current production amounts by old prices (i.e., prices taken from a base year) would yield real GDP. In other words, nominal GDP minus inflation equals real GDP.	21	17	Quiz questions that provide practice in calculating nominal and real GDP may be used in future semesters.	Nothing further is needed.
Students completing Macroeconomics and Microeconomics will be able to: Explain why an initial change in Total Expenditures leads to a multiplied change in Real GDP, according to Keynesian Theory.	I assessed this goal by giving my Macroeconomics students a homework assignment (Problem # 2 of Problem Set # 6) in which they are required to determine the amount of the spending multiplier (Question # 1 b) and then apply the multiplier in Questions # 5 and # 6 to determine the new equilibrium level of National Income (Real GDP) due to the change in Total Expenditures.	Students who successfully achieved the goal were able to determine the correct amount of National Income (Real GDP) based upon the Keynesian Multiplier effect in response to questions # 5 and # 6.	41	37	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.

Goal Assessed	Activity	Criteria	# Assessed	# Successful	Instructor Action Plan	Institutional Action Plan
Set and measure voltages using the oscilloscope.	All students were to turn one and calibrate the oscilloscope to a set AC voltage. The students with 80% or above were considered meeting the goal of reading the oscilloscope correctly.	Test questions covering the above material and a lab performance test were issued with a competency of 80%. Of all the students taking part 2 showed below 80% passage. These two were given time to student and try again with all students achieving >80%.	8	8	None listed.	None listed.

Goal Assessed	Activity	Criteria	# Assessed	# Successful	Instructor Action Plan	Institutional Action Plan
Informed Discussion: to articulate critical responses to a variety of works	Students came to class having read the selection assigned for the discussion. After introductory remarks about the specific reading and answering any questions students had regarding the content, I asked a specific interpretive question and students were encouraged to give their responses. If we took two class periods for the reading (as we do with longer readings), I gave another specific issue to consider before coming to the next class and discussion period. When reading the novel, Monkey, by Wu Ch'eng-en, we decided to present a Readers' Theater – which is an oral presentation of the work of literature. During class each student chose a particular scene that he or she thought was important to understanding the novel. Then, students wrote a scene in the form of a drama that we could present orally. The involvement of the students seemed to help them understand the concept of the work more thoroughly.	Specific assignments were made in a writing assignment (copy attached). Students were asked to turn the words of the novel into dialogue that could be performed as a play. Also, students added interpretative narration to explain certain concepts demonstrated in the novel. The discussion prepared students for an exam question requiring an interpretive answer, thus demonstrating their knowledge of specific concepts. If a student understood the concept of the Chinese saying, "the monkey of the mind" and that the external presence of the fillet (or metal headband) represented the Buddhist principles that Monkey later came to accept, I concluded that the student was able to synthesize the events of the novel into the larger context of the theme of the novel.	6	6	I plan to use more assignments of this nature since students seemed to come away with a better understanding of the reading.	Continued limited enrollment in literature classes so that the instructor will be able to hear what each student's concerns are regarding the particular reading.
Effective Communication	I provide ample opportunities for students to communicate by incorporating small group discussions on various assignments ; this enables students to interact and share among their peers before interacting individually before the class.	To determine whether a student has successfully achieved the goal, each student in a group is responsible for presenting the outcome of the small group discussion on a rotating basis. An added measure to assure each student could have an opportunity to present the findings, the group discussions are not preannounced and are incorporated spontaneously throughout the semester. When the student participates in this way, I assign bonus points to the students, which are added to practice grammar/writing exercises.	19	13	Many times students are hesitant to communicate in front of their peers; by creating a class environment that is positively conducive for student interaction, students more often than not are comfortable with this activity. The students also learn that peer interaction is as positive as student/instructor interaction	None listed

Goal Assessed	Activity	Criteria	# Assessed	# Successful	Instructor Action Plan	Institutional Action Plan
Goal #3: Informed Discussion: Articulate critical responses to a variety of works.	In small groups, students developed a class presentation over one of the novels selected for the class.	To determine whether students successfully met the discipline goal #3, their in-class presentation needed to · Include all group members (i.e. everyone had to speak about the novel) · Share a brief passage from the novel (read aloud) · Present information in an organized, coherent manner, with logical transitions · Discuss a specific aspect of technique or craft as illustrated in the novel (point of view, significant detail, etc.)	18	18	None of the presentation groups were able to complete the presentation in under 30 minutes, the amount of time allotted for each presentation. I had incorrectly predicted they would have a difficult time filling 30 minutes. Next time I present this assignment, therefore, I will spend more time discussing how to plan a presentation so that it doesn't exceed the time limit.	I would like professional development activities, particularly workshops and/or conferences, to study contemporary novels and the craft of novel writing so that I can offer students more choices for their novel presentations and so that I can present specific guidelines to help students be more informed for their "informed discussions." Because creative writing is usually taught most effectively by those who practice the art of writing, workshops would be especially useful for helping students develop all of our discipline goals, including informed discussion.

Goal Assessed	Activity	Criteria	# Assessed	# Successful	Instructor Action Plan	Institutional Action Plan
Goal #1 (Effective Writing): Use appropriate techniques to communicate ideas in a unified and coherent manner.	Students composed a five-paragraph essay that explained a process with each step clearly explained and properly ordered.	The essay was evaluated on three categories: Development, Style, and Mechanics. The successful student must develop a clear organizational strategy, specific thesis, three topic sentences, sufficient detailed support information, one appropriate introduction, and one effective conclusion. In addition, the student should use a concise writing style appropriate for college essays and active sentence construction. Mechanically, the student must demonstrate proper grammar, complete sentences, correct punctuation, and accurate spelling. Five or more errors in grammar, sentence construction, punctuation, and spelling is unacceptable.	18	16	Students are shown where the errors are located in their essay and what the error is. The first step is for the instructor to encourage revision of the essay. In the revision stage, students discuss specific errors, error identification, and error correction with the instructor. Also, students ask questions in class, find answers in their textbook, and seek solutions with the assistance of the English tutors in the FACET Center at the Northeast Campus. Through error identification, explanation, and correction, the student should acquire the learning skills to avoid the same error in future essays.	If still available, the school needs to purchase computer based programs that analyze student writing and make these programs available on school computers in the FACET Center. Such stand-alone programs used to exist by the name RightWriter and Grammatik, but Microsoft Word may have been too competitive for their survival. Microsoft Word does not analyze student writing; it identifies, suggests, and repairs (sometimes without the student's knowledge of the error – see auto-correction feature). A true style analysis program engages the student to experiment with word choice and word arrangement while giving instant feedback of the effect on the student's writing style. RightWriter is a great individualized, interactive educational tool for all writers. Secondly, we need to continue to fund the FACET Center for new technology to enhance learning. These enhancements would be current industry standard computers, printers, and software along with additional interactive Computer Aided Instruction programs to improve student communication skills.

Goal Assessed	Activity	Criteria	# Assessed	# Successful	Instructor Action Plan	Institutional Action Plan
Informed Discussion: Use appropriate techniques to communicate ideas in a unified and coherent manner	Using an assigned reading, assessment consisted of a pretest, a discussion period, and a posttest.	My assessment instrument was designed to evaluate if the students understood what they read. That is, beyond the general subject area, did the students understand the import and issues addressed in the essay? Pretest No Comprehension/Guessing 3 Some Comprehension 5 Average Comprehension 3 Solid Comprehension 8 Posttest No Comprehension/Guessing Some Comprehension 3 Average Comprehension 11 Solid Comprehension 5 Note: Posttest questions were more difficult than pretest questions, which may account for the drop in Solid Comprehension.	19	16	I will continue to work with entry-level assessment to ensure students are appropriately place in classes.I will continue to work on vocabulary and reading skills in my composition classes.	The essay my students read was published in the New York Times, February 24, 1997. My students came to class not knowing the meaning of the following words in the essay: quipped, glib, mulled, and quiescent. The institution needs to put a stronger emphasis on basic learning skills, like reading. Working to achieve appropriate placement and valid placement instruments is a place to start.
Effective writing - Use appropriate techniques to communicate ideas in a unified and coherent manner.	Using a prepared worksheet as a guide, students were required to write an expository essay of four pages in class.	Each essay should - address the educated general audience - articulate in a single sentence an appropriately narrowed overall point (thesis) - develop (substantiate/support) the thesis in 3-5 paraparphs, each with an explicit topic sentence and systematically arranged specifics. - employ sentences which demonstrate both variety and emphasis - demonstrate technical proficiency (standard grammar, usage, and punctuation) - employ precise words of an appropriate level	20	15	Encourage increased student collaboration and/or peer review Encourage prompt and thorough preparation of worksheet for in-class writing sessions Improve feedback regarding early drafts of compositions	Encourage expanded use of the TCC SEC Writing Center for guidance and remedial work Procure updated writing software and media for the TCC Sec Writing Center Encourae faculty to share their exercises / activities that promote effective writing
Effective Writing: Use appropriate techniques to communicate ideas in a unified and coherent manner.	Students are required to write six short (300-400 word) essays. Two essays are required for the part of the course that covers the Romantic period; two essays are required for the Victorian period; and two essays are required for the Twentieth Century. The essays are evaluated for form (grammar, organization) as well as content.	Students have achieved this goal if their essays demonstrate correct writing practices as well as content appropriate to the topic.	10	9	Essay exams not only test students' comprehension of assigned readings but also provide them practice in writing polished essays. I plan to continue requiring essay exams.	I am satisfied with the resources currently provided, and am pleased with the plans for sabbatical leaves, which will provide faculty time to enhance their teaching skills, write, or do research.

Goal Assessed	Activity	Criteria	# Assessed	# Successful	Instructor Action Plan	Institutional Action Plan
Informed Discussion: Articulate critical responses to a variety of works.	I required students to design a group project in which they each led the class in lecture / discussion / and activities. This group-led class discussion was to fill the entire class period (1 hour and 20 minutes).	To determine whether students successfully met the Discipline Goal #3, their presentations / discussions had to include: - an appropriate academic lecture / discussion / group activity led by all members of the group - an organized class discussion based upon the semiotic analysis presented in at least three different essays within the textbook unit assigned to the group. - full participation of all group members - full preparation of all group members - at least one (1) well-designed handout which details the general topic / semiotic analysis - an appropriately academic group / class activity which leads to serious discussion - a serious, mature and neutral tone throughout the presentation, handout, and activity.	18	15	I was very pleased with all of the group lectures this semester. The three (3) students who failed to meet the minimum criteria for this assignment simply failed to participate fully in the process. Fortunately, the other students in each group were able to design effective presentations in spite of an irresponsible group member. The 15 students who successfully completed this assignment expressed great satisfaction with the project. Although all students seemed to benefit from the presentations / discussions, those student who actually led the discussion for a particular unit had a greater grasp of the subject matter in the unit. This finding follows the findings of much educational research which shows that students learn well when they must teach. In order to avoid the problematic group member situation, I plan to spend more one-on-one time with all members of each group as they move through the design of their projects. By conferencing with all students throughout the process, I hope to catch potential problems before they arise.	The biggest frustration I faced this semester was the fact that my class was assigned to a regular, lecture-style classroom. Each of the student groups used some form of technology within the presentation they designed. Some used movies (on VHS and DVD), some used music, and others used PowerPoint presentations or presented various Internet sources to the class. When students needed specific equipment for their presentations, I had to remember to order mobile units from Media (and often wait for them to be delivered) or move my class to the one computer-equipped classroom available for our discipline. Our department would benefit from the addition of more classrooms which are full-equipped with the hardware / software necessary for more complicated presentations.
Effective Communication	Students are assigned a research report that explores a problem or issue in their field. The report should be formatted according to technical writing course criteria, with headings, bullets, appropriate fonts, illustrations, table of contents, glossary, and so forth. Outside sources must be used.	The student must present a report that is comprehensible to both primary and secondary audiences. It needs to be as free as possible from grammatical errors and formatted to make information easy to find, regardless of who is reading it.	11	10	While ten out of eleven students successfully demonstrated their ability to communicate effectively, I don't feel that what I taught them was technical writing. They were not ready for technical writing, because they were taking it as a substitute for Composition 2. Based on the difficulties experienced by students in this and previous semesters, I will not teach it again.	There are no resources that could be provided to me that would make up for students' like of readiness. Perhaps the College could require Comp 2 in addition to Technical Writing.

Goal Assessed	Activity	Criteria	# Assessed	# Successful	Instructor Action Plan	Institutional Action Plan
#1 Effective Writing: Use appropriate techniques to communicate ideas in a unified and coherent manner.	Students were assigned an essay of 500-700 words for which they had to present an ethical dilemma to ten different individuals. The students were instructed to find some thread of logic from the results of their interviews and use that thread as an organizational tool to construct their essays.	None listed.	0	0	None listed.	None listed
Effective Writing: Use appropriate techniques to communicate ideas in a unified and coherent manner.	Describe the specific measures used to determine if students have met the discipline goal stated above. The assessment was made on whether these online students read and understood the directions for the assignment as well as the appropriateness of their responses to the assignment.	The student successfully achieves the discipline goal by demonstrating a clear explanation of a particular web site along with unambiguous descriptions of the parts of the web site. The student must evaluate the effectiveness, the appropriateness, the relevance, and the validity of the site, along with other assessments of the site. Those who succeeded followed the majority of the guidelines and answered the questions posed by the assignment. On this assessment, 90% of the class achieved commendable results. Perhaps because the class was online, the students were already somewhat computer savvy; therefore, they responded well to this assignment. Criteria for grading included the following: 1. Did the student understand the assignment? 2. Did the student supply the necessary information? 3. Did the student demonstrate clear explanations?	20	18	Although the students did well on the particular assignment, I will improve it by providing specific examples of unacceptable and effective web sites for the students to preview before completing their own assignments. The students will also use the discussion board to discuss the assignment prior to completing it on their own.	The students assessed in this assignment did well, but to continue to achieve such high success, TCC must maintain funding for the course and opportunities for faculty conference attendance. Offering opportunities for faculty to meet informally across campuses and disciplines will provide sparks for ideas. For example, informal discussions among faculty on the various ways to use the BB discussion board for both on-campus and online courses would benefit all. Funding faculty travel to conferences is important for the rejuvenation the conference offers along with the practical information from the conference and the meeting with other faculty from other colleges, both community colleges and universities. Supporting faculty purchases of new, innovative software and subscriptions to or site licenses for web sites to enhance learning are also important for both faculty and students.

Goal Assessed	Activity	Criteria	# Assessed	# Successful	Instructor Action Plan	Institutional Action Plan
Critical reading: analyze and evaluate increasingly complex readings, while considering community and global contexts.	On each of three exams, I included an "Identification" section, in addition to a minimum of two other sections requiring written answers, such as the essay section for example. This report is based upon the results of the identification section of the third exam. In the identification section, I included a list of items related to the works we had read for a particular exam. The list included details from the texts, and sometimes details from class discussion that could be connected to the texts. For example, the list for the third exam included Beat Generation, Harlem Renaissance, Yoknapatawpha, Phoenix Jackson, potted plant, Ted Lavender, Sarty Snopes, Simple, "Tradition and the Individual Talent," and The Warrior Woman. Students must select a certain number to answer and their short answers can be worth one to four points. On the third exam, they only had to select five; however, I have had them answer as many as ten on an exam.	The more evidence of critical reading and thinking exhibited in the answer, the more points earned. To earn the most points, they must establish not only the literal significance of the item, such as Phoenix Jackson being the protagonist of Eudora Welty's "A Worn Path," and a character who goes on a journey/trial through Mississippi woods in order to get the life-sustaining medicine necessary for her grandson, but they must try to connect the small detail to a larger significance that might be symbolic, thematic, etc. in relation to the entire work, or even relevant to a larger context, such as a literary genre, literary movement, etc. in American literature or an even larger cultural arena. For example, Phoenix's name indicates that she is a symbolic character. She experiences a rebirth through her sacrifice for her grandson, much like the phoenix of mythology that rises from its own ashes. More could be said about Welty's use of classical allusion and folklore, or even the characteristics of the Southern Renaissance. There are many ways a student could deal with any particular item. A 4-point answer indicates that a student is able to read critically and think critically, as evidenced by his or her ability to see how one small detail in a literary text relates to the larger ideas discussed in class, and his or her ability to recognize that there are different levels of meaning in a text.	6	6	Students' performances on this part of the exam enable me to understand more what they are focusing on when they read a particular text; what level, literal or figurative, they are engaging the text; how effectively they are synthesizing the text with the contextual information I am providing during lecture and discussion; etc. This feedback helps me evaluate the content of my lectures and discussions. This class performed well even on the first exam; however, they commented that even though I had explained and modeled an identification question in class before the exam, they still needed the experience of seeing what the first test was like. They perfomed even better on the second and third exams. I plan to provide more formal illustration of and practice of this type of reading and thinking in class as a way to engage students even more in class discussion and prepare them for the exams and essays. I will also study their answers as a whole to determine where I could improve my presentation of material.	No suggestion specifically related to this assessment report can be made at this time.
Graduates from English 1213 at TCC will be able to demonstrate the ability to read critically the published articles (about one short story) of literary analysis found in professional journals and/or books of literary criticism.	Critical Reading: Analyze and evaluate a complex reading (a short story) considering universal applications this reading communicates. Then find a scholar's published article of an analysis of this story. Finally, state the scholar's position (thesis) in the student's words and state the scholar's three bodies of evidence to prove this position.	If the student was able to abstract this within 100 words or fewer, and if he/she used good basic writing skills, he/she fulfilled the criteria to successfully complete this assessment.	21	19	Students learn critical thinking skills, the value of word choices, sentences, and content. Writing precise summaries (abstracts) reveals good critical reading skills, thus improving.	To advance teaching and learning, this exercise can be used with MLA citation skills.

Goal Assessed	Activity	Criteria	# Assessed	# Successful	Instructor Action Plan	Institutional Action Plan
Effective Writing: Use appropriate techniques to communicate ideas in a unified and coherent manner.	Students constructed a scene of dialogue (1-3 pages) between two or more characters. The scene should demonstrate student's ability to apply short fiction components in an original work, using a traditional method of punctuation and dialogue construction in the scene. Describe the specific measures used to determine if students have met the discipline goal stated aboveSpecific measure used to determine if students have met the discipline goal include: · Character development—The characterizations should include at least three of the following: action, body language, description, inner thoughts, and reactions to other characters. · Dialogue Development—The dialogue constructed in the scene should demonstrate at least two of the following: abbreviated dialogue that creates an illusion of a complete conversation; rising verbal tension between two or more characters; and diction distinct to each character. · Scene Construction—The scene should include at least three of the following: scene tension; consistency in narrative voice; consistency in tone; consistency in each character's voice. · Mechanics of English—Manuscripts should: be free of major mechanical, grammatical, spelling, and punctuation errors; and demonstrate the traditional method of punctuating dialogue that we discussed in class.	A student demonstrated achievement of this goal if he or she received a 1 or 2 rating on the following scale: 1. The student's manuscript met the first three criteria listed above, and it contained fewer than 3 major errors in mechanics and fewer than 6 minor errors in mechanics. (Major and minor errors in mechanics are clearly defined in the Student handbook and in the syllabus). 2. The student's manuscript met two of the first three criteria listed above, and it contained fewer than 4 major errors in mechanics and/or fewer than 6 minor errors in mechanics. 3. The student's manuscript failed to meet two or more of the first three criteria listed above, and/or it contained more than 4 major errors in mechanics and/or more than 6 minor errors in mechanics.	14	13	I plan to continue developing interactive exercises that allow students to recognize writing problems, develop new writing techniques, and master literary components in the context of the writing. After reading the chapter on dialogue in their textbooks, students were asked to write a dialogue scene. At that time, fewer than 40% of the students met the criteria listed in item #1. Through direct teaching and modeling, peer critiques, and individual conferences with the instructor, students learned to identify the errors and problems in their own writing and to apply the literary components essential in creative writing. In the Final Portfolios, 93% of the dialogue scenes met the criteria listed in item #1. Therefore, I will continue to use interactive learning as well as direct teaching and modeling to instruct students in the writing of dialogue for short fiction. These proved to be effective learning techniques for students in creative writing.	- Maintain a travel budget that allows faculty access to state and national conferences and meetings, which are important resources for continued development in teaching, technology, and institutional governance. It is at the state and national conferences that faculty explores new technologies and teaching methodologies for the classroom; examines new textbooks and materials available; studies the faculty role in college administration; and many other strategies essential to a learning-centered college. - Furnish classrooms with projectors and student computers, providing instructors with essential tools for interactive learning. - Continue offering faculty workshops and presentations that explore different approaches to interactive learning in the classroom.

Goal Assessed	Activity	Criteria	# Assessed	# Successful	Instructor Action Plan	Institutional Action Plan
1. Critical Reading: Analyze and evaluate increasingly complex readings while considering community and global contexts.	In Research Paper project I used a component that requires students to write an annotation for each of five required scholarly sources. This component requires students to analyze sources for relevancy to their stated project, write a 5-7 sentence summary of the source, and then an explanation of how they will use the source and integrate it into their Research Paper. · Describe the specific measures used to determine if students have met the discipline goal stated above. · Students were able to distinguish between scholarly and non-scholarly sources · Students were able to demonstrate their abilities to analyze texts by writing short summaries and/or paraphrases of secondary and primary texts. · Students were able to select from a number of different types of sources, including online, journal articles, newspapers, and books, those articles that are relevant to their thesis and the sections they established for their paper · Students were able to show their skills of analysis by providing sources that agree with their point of view · Students were able to show their skills of analysis by providing sources that disagree with their point of view	Provide evidence of how results are linked back to teaching and learning each of the items listed above Critical Reading skills and analysis fundamentals are introduced in Composition I, improved upon, and used in practical application via the Research Paper Assignment in Composition II. In the future, I need to provide more specific feedback regarding how well-prepared students are for the class, early in the semester through exercises from online sites and Troyka Handbook for Writers so that students can take appropriate steps, such as seeking tutoring or enrolling in a self-paced course, to improve the skills they will need in order to write a research paper.	25	19	Establish early on the connection between critical reading skills students learned in Composition I with the Research Paper project in Composition II. Build in "redundancy" in coverage of the skills stated above by having students do focused practice on summary and paraphrase and critical reading practice through class discussion as well as in those projects specifically related to the Research Paper Assignment. Some of the exercise should take place in group, as well as individual, activity so as to reinforce the students' understanding and expression of critical reading in terms of its application to specific projects. Also, I would like to add a few more exercises from the Troyka Handbook.	None listed
Effective Writing	The goal was assessed through an essay developed by comparison and contrast.	The correct pattern of organizing the essay demonstrates proficiency.	16	10	Before students begin their essays, we will demonstrate the characteristics of effective and ineffective organization by analyzing sample essays. Using multimedia equipment, we will project these sample essays for analysis and discussion in F2F classes. We will upload sample essays to Blackboard for analysis and discussion in Discussion Board by F2F students and Internet students.	Replacement multimedia projector bulbs must be available immediately. More multimedia classrooms are needed.

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Critical Reading	Students must clearly demonstrate, through verbal or written discussion, that they have understood the reading in textbook - and can make meaningful connections to present-day reality & human behavior (which is the thesis of the literary work - essay). a. class discussion of questions at end of each textbook essay. b. a written Discussion Sheet (total of 5 per semester).	a. For group discussion, every student earns 20 points, regarless of how much or how little he participates (to listen is a learning tool). b. For written Discussion Sheets, students have 5 measurements of analytical skill (total 50 points). Because each person "understands" at his own level, the student's interpretation is not graded. Eash D.S. builds skill toward critical analysis.	21	19	Do students improve skills - written & oral - from D.S. #1 to D.S. #5? (yes, they do - every semester). Students indeed improve basic understanding of essays' text and build confidence in analytical format.	I will continue use of Comp. I Reader (contains tradition canon of essays as literature). This activity prepares students for Comp. II - written analysis of literature.

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The graduate will be able to "Make effective fire safety presentations."	Every graduate has completed SPE 1113 Speech Communication I. In addition, all core course adjunct instructors have been directed to include oral presentations in the course content of the FPT core courses. At least four of the core FPT courses require that students complete a formal oral presentation in class.	In the Intro to Fire Protection, Fire Safe Building Design, Fire and Safety Hazards, and Fire Service Management classes, students are required to do at least one formal oral presentation in class, on a fire protection-related subject of the students' choice. The student is required to submit an outline of the presentation, that include all major points to be covered. Students' presentations were assessed to ensure that they submitted a logical and understandable outline; that the presentation was delivered using clear and understandable language and terms; that the students spoke in a manner that could be understood by all of the class participants; and that the students were able to answer questions about the subject matter of the presentation at its conclusion	61	58	Results of the assessments are used to modify guidance information provided in course syllabi regarding students' oral presentations. Students are provided with feedback regarding their presentations, including both areas of excellence/above average performance, and areas of needed improvement.	None listed.

Goal Assessed	Activity	Criteria	# Assessed	# Successful	Instructor Action Plan	Institutional Action Plan
Students, through use of mapping techniques, will apply geographic insight to show distribution ("where") of geographic phenomena.	Students were to be able to successfully identify both physical and political areas of a specified continent. Students were to locate identified areas on a study map.	Students were expected to be able to correctly identify a minimum of 70% or more of the sites on a map test covering the specified continent.	22	21	Students displayed an understanding of the political and physical features of the continent.	None
	A single exercise from the course laboratory manual served as the assessment tool. The exercise required an understanding of mapping techniques to show location and distribution geographic phenomena. A one to three scale measured understanding, with three highest and one lowest.	Three – the student correctly and specifically used all appropriate mapping techniques. Two – the student used seventy-five percent of the appropriate mapping techniques. One – the student used less than fifty percent of the appropriate mapping techniques. Students in categories three and two demonstrated goal achievement.	33	27	Assessment results indicate student competency relative to the discipline goal measured. Students displayed an understanding of mapping techniques in a manner that represented an acceptable grasp of geographic insight applied to potentially real-life situations.	None

Goal Assessed	Activity	Criteria	# Assessed	# Successful	Instructor Action Plan	Institutional Action Plan
1. In the discipline of history, the students will demonstrate an adequate use of historical reasoning or critical thinking skills. 2. In the discipline of history, the students will demonstrate an adequate us of effective communication skills. 3. For a given period in history, the students will demonstrate an adequate knowledge of the significant events, ideas, behaviors and institutional that make up the historical process.	Students were required to: 1) define the 3 diplomatic approaches used by the US in the 20th c. (missionary, moral, and dollar diplomacy) 2) Identify these approaches in contemporary newspaper reports 3) demontstrate which current diplomatic practice exemplifies a particular approach	Students who could sucessfully define, recognize and apply these definitions to contemporary newspaper reports got full credit Students who could define, but not recognize or apply got half credit. Students who could define, recognize and apply 2 but not three approaches got ¾ credit.	18	12	Definition was not the problem; application was. More attention will be directed to recognition so more students can apply them successfully.	None listed.

Goal Assessed	Activity	Criteria	# Assessed	# Successful	Instructor Action Plan	Institutional Action Plan
In the discipline of History, the students will demonstrate an adequate use of effective communication skills.	The same essay designed to measure goal number two was selected. The two instructors used the same essay in their classes for the given subject, and the same type of measurement standards (i.e. defined below under the heading of criterion for assessment).	For each instructor participating in the process of evaluation, goal two was measured by applying the following levels of proficiency

Level One: This level would mean that the student demonstrated a quite thorough usage of effective communication skills. The student, at this level, would receive the symbol or grade of A.

Level Two: This level would mean that the student demonstrated a less thorough usage of effective communication skills. The student, at this level, would receive the symbol or grade of B.

Level Three: This level would mean that the student demonstrated a usage of effective communication skills but there were some real inadequacies. The student, at this level, would receive the symbol or grade of C.

Level Four: This level would mean that the student demonstrated an inadequate usage of effective communication skills. The student, at this level, would receive the symbol or grade of D. NEXT PAGE

Level Five: This level would mean that the student demonstrated a significantly inadequate usage of effective communication skills. The student, at this level, would receive the symbol or grade of F. | 32 | 28 | None listed | At this time and in relationship to the participating instructors, the discipline of History does not need any additional support. |
| In the discipline of history, the students will demonstrate an adequate use of historical reasoning or critical thinking skills. | By achieving a full measure of required input by student. | You must elaborate on your answers to achieve just a minimum grade. At that point we grade for quality, clarity and justificaton of answer. | 18 | 16 | Encourage students to research in depth on criteria. | N/A |

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The students will demonstrate the ability to write organized, coherent and unified essays concerning topics in history.	The above effective communication skills were measured in an essay question. Guidelines of what is expected in an essay are provided students at the beginning of the course.	Five levels of proficiency were used as measurement criteria. If a student was in one of the first three, he or she was judged to have met the necessary level of competency to be deemed proficient. If the student fell into the last two levels of proficiency, he was judged to lack proficiency in mastery of the skills. The levels of proficiency are: Level One: The student demonstrated a thorough usage of effective communication skills. His essay was organized, he presented a clear thesis statement with abundant substantiating evidence, and drew meaningful conclusions. The student, at this level, would receive the symbol or grade of A. Level Two: The student demonstrated a less thorough usage of effective communication skills. While he introduced his essay with a thesis statement, his substantiation of the thesis was less complete and his conclusions were less insightful. The student, at this level, would receive the symbol or grade of B. Level Three: The student demonstrated a usage of effective communication skills but there were some inadequacies. His thesis statement was weak, the evidence he presented to substantiate it was scanty, and his conclusions were superficial. The student, at this level, would receive the symbol or grade of C. Level Four: This level would mean that the student demonstrated an inadequate usage of effective communication skills. His essay contained no thesis statement, inadequately covered the question asked, and contained no concluding statements. The student, at this level, would receive the symbol or grade of D. Level Five: This level would mean that the student demonstrated a significantly inadequate usage of effective communication skills. He did not address the question asked, did not provide a thesis statement or conclusion, and did not express himself clearly and in a grammatical fashionl. The student, at this	11	8	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.	At this time, no new resources are indicated. It would be helpful if students taking Oklahoma History (and any history courses via the internet) would have reached a competency level in Comp I and Comp II--i.e. that they had rudimentary knowledge of how to write essay questions. It is difficult to teach them this competency AND Oklahoma History via the internet. It is important that they have this competency because many of them will be teaching history in high schools in the area next year. If they don't know how to write essays, how will they teach their students how to write them?

Goal Assessed	Activity	Criteria	# Assessed	# Successful	Instructor Action Plan	Institutional Action Plan
		level, would receive the symbol or grade of F.				

Goal Assessed	Activity	Criteria	# Assessed	# Successful	Instructor Action Plan	Institutional Action Plan
Students can design, and develop a complete material list fro a residential landscape.	All students have been given written essay exams to determine if they have a good grasp of information. All students develop a design and complete plant and material list to be a part of a portfolio of designs done dring the semester.	All aspects of design and material computation is discussed in class. Assignments are clearly written to include all information needed to accomplish the task. Each part of the assignment is evaluated on how the student presents the design.	15	14	None listed.	Software will be needed in the future to support this activity.

Goal Assessed	Activity	Criteria	# Assessed	# Successful	Instructor Action Plan	Institutional Action Plan
Apply fundamentals of labor management and develop appropriate analysis and documentation essential in the collective bargaining process.	In the syllabus I had 200 of 400 total points for the semester set up for actual practice of negotiation of a labor contract between a corporation and union. Specific measures: I divided class in two groups with one group representing FORD motor and the other group representing the UAW (United Auto Workers) - I acted as arbitrator during the acutal negations class. Changing groups in second session where those previously representing union represented American airlines and other party represented Airline Pilots. Specific Measures - Ability of group leaders to lead group Ability to negotiate in a civil, mature, and professional manner Issues "won" by a group Progress of learning how to negotiate through experience of doing so	Criteria for success_ I directly observed level of self-confidence imroved throughout the entire class in doing actual negotiations I directly interceded with conflict in one group on being able to work together in representing FORD Motor I observed that class was taking doing actual negotiations was taken as seriously as if students were in a actual work setting	18	18	I will continue to use this type of teaching as learning how to negotiated between a company and a union from an HR standpoint can be done only through the actual doing so and not conceptually (like learning how to swim)	None needed at this point

Goal Assessed	Activity	Criteria	# Assessed	# Successful	Instructor Action Plan	Institutional Action Plan
	Field supervisor's evaluation forms of the internship students assessed effective communication. Students are assessed on areas of written and verbal communication as well as competencies such as knowledge of theories, human growth and development, and interpersonal skills in the workplace.	The field observation form is used to assess the student's ability as observed in the workplace. The evaluation has both a Likert Scale and qualitative comments about the student's ability in the chosen areas. Successful completion of the goal is determined by a score of 3 or above on the Likert Scale for each area as well as the comments made by the field supervisor indicating skills and abilities.	32	32	The assessment allows for independent observation of the level of student's communication abilities and what patterns or areas might need for exploration or improvement. The constant feedback from the field allows the instructors to make necessary changes that are required in the workforce. This allows instructors to continue to have the most current knowledge for student development and employability.	Continue to support faculty requests for additional support when change occurs in the workforce and not necessarily in the academic area.

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Demonstrate relationships among the arts, society, and its cultural context.	I created an essay question on an examination asking students to demonstrate the relevance of a great work of art, Michelangelo's sculpture of David, as an embodiment of the cultural values and conflicts of Renaissance Florence.	Stduents who were able to demonstrate Michelangelo's use of the Biblical David as a symbolic example of the Florentine ideal of man and the techniques used by the artist to achieve that purpose were given better evaluations. In my evaluation, I looked for comments on Platonic perspective or intuitive perspective (parts of anatomy deliberately out of proportion) and an examplanation of the challenge platonic perspectiv eposed to the religious establishment in Rome.	11	9	I will devote more time to this particular topic or ask students to spend more time in preparation for the exam.	Perhaps the purchase of more slides and films would be helpful.
To identify the cultural building blocks of one's identify: ie. Race, religion, ethnic origin, sexual orientation, etc. Then, to establish the connection between one's Identity and one's artistic expression.	I assigned a semester project entitled "Me, Myself and I" which consisted of a number of sub-assignments: 1) Three collages: a. environment collage; b. self collage; c family collage, each accompanied by an explanation. 2) a number of questions that they had to answer in separate short essays, each related to some aspect of their identity. These projects were to be done in a scrapbook format. The collages were also shared orally with the rest of the class.	The criteria I used for assessing the collages were as follows: 1) Were the pictures appropriate for the subject matter of the collage: eg. If it was an environment collage, were all the pictures related to the questions I had asked about one's favorite environment? 2) Arrangement and relative size of the various pictures; Was the student attempting to establish relationship among the various components of the collage by his choice of arrangement or size? 3) Was the collage honest? Did it show a complex picture of the student's identity or was it just a few pictures thrown together without rhyme or reason? The criteria I used for assessing the short essays was primarily the depth and seriousness of the student's answer. As in all essays, was the student making clear statements, supported by examples? Did they cover the subject matter, or blow it off with a few sentences? And so on…	10	9	I plan to repeat this assignment in the future. The student responses were phenomenal!!!!! Not only did 9 out of the 10 students get a score of 100 or better, but their written evaluations of this exercise were very enthusiastic. My own observations coupled with their written and oral responses showed that a number of additional benefits were achieved. 1) Not only did they learn to relate identity to artistic expression, but they came to understand themselves better. Some of the students did a lot of serious soul searching in order to answer the questions in this assignment. 2) There was also a sense of community established that made it difficult to break up the class at the end of the semester. All the students commented in their journals that a class sharing of the three collages allowed them to gain insights into their fellow classmates that would not have been possible in any other way. The one student who failed the assignment either did not have the time to do a good job due to her work schedule, or she chose to do it at the last minute and lacked resources to do a good job. Either way, her essays and collages were not consistent with the goals and criteria listed above, yet she still very much enjoyed the sharing of class projects at the end of the semester	None listed.

Goal Assessed	Activity	Criteria	# Assessed	# Successful	Instructor Action Plan	Institutional Action Plan
Analyze a specific form of creative expression	Students were assigned a research project in which they are to interpret a selected specific work of art, music, architecture, literature, etc. They were given instructions that ask them to consider the fact that understanding why works of art are created is dependent upon a variety of circumstances (context) all contributing too the sum total of "meanings" a work of art conveys.	Students are determined to have met the goal by 1) submitting the assignment; 2) demonstrating through written language a competent evaluation of reliable sources on the subject; 3) considering the historical, cultural, philosophical, artisitic, etc. context of the selected work; and 4) making a considered interpretation of the selected work based on the factors described in their research.	18	16	Student success is viewed in the complex context of class dynamics. Student ability to succeed in the project is in part a reflection of effective modeling and instruction on the part of the instructor, adequate description of the assignment, and student commitment to the course objectives.	Internet access and projection capabilities in all instruction environments would be helpful in meeting the objectives of this course.
Goal #3: Students will articulate the relevance to their lives of concepts and/or values found in the Humanities.	Students in my online course will respond via the discussion board to the following question: Why is it important to you to know about the arts and humanities? We like to argue that they are a necessity and not a luxury in school or in life. Identify as many positive reasons as you can. Be specific. "They make you a better person" is not enough. This is an important discussion, but also one with which to have lots of fun.	If the student did not relate the importance of studying the Humanities to himself, he did not meet the goal. To meet the goal as defined above and to be successful for this assessment, students were to name something specific about the Humanities that is important to them personally.	11	11	I shall continue to use this Discussion Board question for my online courses. It is the last of 12 discussion questions throughout the semester.	The college needs to continue to provide an internet course platform that supports online discussions such as this one.
Demonstrate relationships among the arts, society & its cultural context.	I assess through a variety of methods: 1 - class discussion, after having demonstrated what is involved in finding or linking various aspects of art & culture, I give the students a chance to do so. 2 - Essay questions - this demonstrates whether they unstand & have the skills to write about the relationships of art & society.	Through discussion & especially essay answers - it is clear whether a student understands that art does not stand in a vacuum, but is a result of culture, an inspiration to a culture & reflective of a culture. If they can communicate those connections, then I consider them successful. Often, they make better connections than I do - that's when teaching is great.	30	25	Each unit in Hum 2 introduces new material, but depends on the same skills of analysis & thinking. I'll continue to emphasize relationships of arts & culture.	More hard copy media resources: references material, books, slides, videos / DVD's

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Develop skills used in presentations such as drawing, sketching, and color delineation.	Students spend the first three weeks of class becoming familiar with the drafting process in relation to floor plans, room arrangement, furniture arrangement, color delineations with markers and pencil, and space planning. They are then assigned a project (see attached example), and are required to complete the project within five weeks. Upon completion the students present the project to the class with the use of visual aids such as sample boards, color floor plans, pictures of furnishings and samples of materials. These along with the proper use of professional vocabulary are incorporated in the presentation and the assessment. See attached evaluation form.	The sample boards and color drawings will first be evaluated (as per evaluation form) looking for neatness, proper function in space planning, color coordination. The evaluation form shows what we are looking for in student competency.	18	17	If they continue to do multi projects throughout this and other courses, they will either get better with instruction or they will not be successful in the profession and most likely drop out before getting in the profession.	Possibly more emphasis on presentation skills – speech courses and marketing courses – sales, etc. Continue to lecture, show examples, use professional vocabulary and give examples of good presentation skills, continue to stress (in this course and all I.D. courses) the importance of proper communication skills in drawing, vocalizing and visual communicating.

Goal Assessed	Activity	Criteria	# Assessed	# Successful	Instructor Action Plan	Institutional Action Plan
Have a measurable proficiency in reading skills in the target language.	I assessed students' reading and understanding skills with an reading exercise in which the students had to read a French text and had to answer 6 questions (in English) by circling the correct answer.(multiple choice)	The students have 3 choices and only one is the correct answer. To pass the students have to answer correctly at least 5 questions correctly.	14	13	The students who succeeded did very well on the exam. They understand all questions and answered at least 5 questions correctly. Reading in a foreign language is the easiest skill to acquire. Students can rely on cognates for comprehension and usually do well at the beginner's level. We practice reading in class and students are encouraged to read outside class. It helps acquire more vocabulary and get a close look at the grammatical structures.	· We need to look into getting more reading material for our labs or LRC. · The challenge is to find reading material that is appropriate for all levels. Often magazines are too difficult for lower levels. · Now that the lab is going to be remodeled, we will be able to use the CD-Roms used with our book and which include reading material that is appropriate to each level. · Students will also be able to go on the internet and look at some French sites and read them for specific information
Have a measurable proficiency in speaking and listening which is understandable to a native speaker of the target language. Have a measurable proficiency in reading and writing skills in the target language. Have a measurable understanding of the culture(s) associated with the target language.	- Twice of One-on-one oral interviews to check if the students mastered the targeted items in the lessons. - In class activities for reading and writing in Japanese. - Mid-Term and Final Examinations that all utilized listening, reading, and writing in the semester.	- To be able to participate in ALL in-class activities in Japanese. - To be able to successfully communicate orally with native Japanese speakers. - To be able to comprehend Japanese written materials.	10	10	If fewer than 70% of students have a 75% success rate, the instructor will need to re-teach the grammatical concepts and vocabulary which students need in order to perform. Also, the instructor will need to provide additional interaction practice opportunities for students.	More equipment is needed to develop PowerPoint activities and to make PowerPoint presentations in the classroom to more efficiently conduct practice opportunities in the classroom. More CD-ROM computers need to be available in the language lab so students can practice on an individual basis. More opportunities are need for faculty and students to travel abroad to interact in the target culture.
To have students successfully read and write in the Italian language.	The students in Honors Italian III (1313) were given cultural lectures written in Italian. The topics of these lectures varied from cuisine to opera to elections in Italy. The students, after reading the selections, were asked to respond in writing to questions pertaining to the information in the lectures. The students, after writing their responses in Italian, were to reread the lectures out loud in Italian in class.	A students ability to respond accurately in writing in Italian to what he or she has read in Intalian was determined by details listed in the written response. For example, an Italian lecture mentions the differences between Northern Italy and Southern Italy in terms of geography. A student understanding the lecture wrote specifically and answered with terms recognized from the lecture such as "messogiorno" or "I dolomiti" A student's ability to read aloud was accessed by pronunciation patterns. A students ability to write (and comprehend the lecture) was accessed by the correct Italian responses given the questions which pertained to the reading.	15	15	The results of the assessments provide proof that successful reading and writing skills in Italian language are developed by gradually incorporating cultural readings into Level I (1103 classes. By graudally increasing the difficulty of vocabulary, topic, and grammar in these readings the learning is improved and the students develop a sense of context comprehension and are thus able to respond in written form.	Incorporating elementary cultural readings, daily newspaper readings, and product text readings followed by written quizzes would enhance learning in the Italian language. Essential to this learning are current magazines, newspapers, access to the Internet, and films with Italian dialogue text.

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The student will demonstrate the ability to transliterate from voice to sign (English to an English sign language system)	Students were given a videotape of an English speaker talking about the cultural differences between Africans and Americans. The students were to listen to this tape and produce an equivalent message using an English based sign language system. Students produced the message twice. The first time was unrehearsed and the second time was with as much rehearsal as they needed.	The instructor used a tool (see attached) to assess student's ability to produce an equivalent message. Students were evaluated on several components- use of English word order, English mouthing, few key concepts deleted. A composite grade demonstrated to what extent the message was equivalent	14	13	From this assessment of the results, the combination of rehearsed and unrehearsed transliteration has been very successful in producing and equivalent message. Students spend much more time analyzing the material in the rehearsed situations which will transfer to future situations that are unrehearsed.	I learned this concept of rehearsed transliteration at the Conference of Interpreter Trainers convention. This is the one conference that is geared specifically for interpreter education. This is the most invaluable resource for enhancing interpreter education and learning, I recommend continuing support of faculty to attend this conference. Secondly, with this rehearsal aspect, the MCLC needs to be equipped with cameras for students to monitor their progress.

Goal Assessed	Activity	Criteria	# Assessed	# Successful	Instructor Action Plan	Institutional Action Plan
Demonstrate an understanding of basic theory, research and process of journalism and mass communication	Students were assessed on their responses to three essay exam questions designed to measure the discipline goal.	Specific Criteria for measuring success:A one to three scale measured student success, with three highest and one lowest Three – The student demonstrated a very high level of understanding of basic theory, research and process of journalism and mass communication. Two – The student demonstrated an adequate level of understanding of basic theory, research and process of journalism and mass communication. One – The student did not demonstrate an adequate level of understanding of basic theory, research and process of journalism and mass communication. Students in categories two and three demonstrated understanding of basic theory, research and process of journalism and mass communication.	18	18	Will continue to use teaching techniques such as discussions, speakers, class assignments and multimedia presentations that create an understanding of JMC theories, processes and research and ways in which they are applicable to actual practice.Students were much more likely to understand concepts when I used instructional tools beyond simply explaining media theory, processes, research, etc. Tying the concepts into actual media examples, using multimedia instruction, having students research and present the concepts and media examples and showing how the concepts actually do apply to media practice were key to the results discussed above.	Support of multimedia instruction in the classroom, provide technology and training of full-time and adjunct faculty in methods of using multimedia instruction to enhance learning.

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Civic Responsibility	Students had to develop and use in an interview role play a minimum of fifteen behaviorally structured interview questions. These questions had to be written according to guidelines for permissible inquiries in an employment interview.	Students who wrote and asked acceptable interview questions followed the guidelines for permissible inquiries. Submission of inappropriate questions violated guidelines	13	13	This interview assignment is integral to the class and will be maintained. Students have the opportunity to prepare a structured interview that is subsequently taped and critiqued. The Pre-Employment Inquiry Guidelines serve as a tool to help students develop questions that are consistent with EEOC compliance requirements.	The school should always strive to serve as a role model to the community in exemplary human resource related practices
For students to develop an awareness of diversity in the workplace.	Stduents' answers to test questions relating to workplace diversity and post-test class discussions of that topic.	Their answers to the objective type questions relating to cultural diversity in the workplace. A pre-test and pot-test was given on the topic questions.	19	15	The 24% differential in pre and post test results indicates the value of class discussion on this management topic.	Greater emphasis needs to be placed on this topic in class lectures and discussions.
Students will design a personal, complete, and accurate professional resume complete with cover letter and references.	This was an assignment in the HR Management course. To meet the goal successfully, students must complete the assignment with 95% accuracy (i.e., no errors or omissions).	A completed, accurate resume, cover letter, and list of references was turned in by each student. This resume was graded based on format, completeness, and skill competencies listed in the assignment (i.e., must accurately reflect student's experience and skills).	13	13	Students in the management program are expected to exhibit professional behavior and standards in each assignment. This assignment is part of the overall requirements for competency in the Human Resources Management course. An effective cover letter, references, and resume enable students to have practical experience that is directly applicable to the workplace.	None listed

Goal Assessed	Activity	Criteria	# Assessed	# Successful	Instructor Action Plan	Institutional Action Plan
Explain process of advertising including planning, organizing, directing, creating and controlling an advertising campaign.	Assignment of Advertising Media Plan. Assignment includes all aspects of creating a media plan including identification of target market, detailed description of product, identification of psycho-graphic profiling of target market, identification of media channels, creation of advertising elements, presentation of ideas to group.	Completion of media plan including written criteria of media plan, creation of advertisements, and presentation of media plan to class.	30	30	Continue to lecture on demographics, psycho-graphics, identification of target markets.Continue to teach advertising media advantages and disadvantages.Continue to teach advertising rules relating to the creation of advertising pieces.	None listed.
Define steps involved in the selling process, make a successful sales presentation, and actively illustrate goal-setting techniques.	The students start building their sales presentation from the start of the semester. Students are taught the eight steps of the sale and must perform each step successfully before the final presentation. Students are assigned case studies, role plays, and various assignments to enhance their learning of the sales process.	Performance of sales presentation which includes a written pre-approach stage. In the written portion, the student must design a calling card, research a sales company, research a product and provide a description of a potential buyer. Students must also complete a competitive analysis of their product.	22	22	Continue to lecture on the success of the salesperson. Continue to lecture on the eight steps of a sale. Continue to invite speakers in the sales field to the classroom to enhance learning materials.	By attending sales seminars. By continually updating curriculum every semester.

Goal Assessed	Activity	Criteria	# Assessed	# Successful	Instructor Action Plan	Institutional Action Plan
Demonstrate the ability to analyze any level-appropriate mathematics problem and formulate an approach that may combine previous known techniques.	Students were assigned the following problem, given two weeks to prepare a solution and present the solution in a regularly scheduled class meeting. The assignment was an optional bonus and a successful demonstration could raise an exam grade by essentially one grade level. Problem: Prepare a demonstration for class of the following objects related to the space curve determined by the vector -valued function r(t) = [cos(2t), 2sin(t), t]. You will need to be able to identify the various components of the graphic and explain how they were calculated and shown. You will each be given your own value of "a" in class. 1. (For three points) The curve with unit tangent, unit normal , and binormal attached at r(a). 2. (For three points) Add the velocity vector, acceleration vector, and the normal and tangential components of the acceleration. 3. (For three points) Include the osculating plane and the normal plane. 4. (For three points) Include the osculating circle.	1. I watched the presentation. 2. I watched and questioned the students during the oral presentation.	12	4	The successful students demonstrated thorough understanding of this topic. I shall try to encourage more students to participate. (All that opted to participate were successful at some level.)	Travel money.

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Demonstrate the ability to analyze any level appropriate mathematics problem and formulate an approach that may combine previously known techniques.	Problem #6, Quiz II involved current formulation (velocity as the derivative) as well as previous algebra skills - solving a nonlinear inequality. The problem was worth 10 points altogether. Partial credit was based on a correct expression for velocity and then the appropriate solving of the quadratic inequality. I took the students scores on the problem and averaged them as they were (8.25), as well as with the high / low tossed out (8.9). As a score of 8 or 9 would have been given for a minor arithmetic error only, this was a good average. 8 of 12 got full credit.	Again, I look at two aspects independently - did they know they need to consider velocity and was that found (mechanically correctly? Secondly, did they set-up and correctly solve (using any appropriate / valid method) when velocity was positive, negative. A score of 8 or 9 reflected general competency except for a single arithmetic error. A score of 6 or 7 reflected either a slightly more significant error or two minor errors.	12	10	It shows familiarity with non linear inequalities prerequisite to the course and the extent I need to review. The prevalent technique involves a "sign chart". My review went to more efficient graphical approach and that was what a majority used.	None that I can see. At a lower level students often don't understand that $ab>0 \Rightarrow a,b,>0$ or $a,b<0$, while $ab<0 \Rightarrow a>0,b<0$ or $a<0,b>0$. These students are a bit more sophisticated.
After completing a mathematics course the student should be able to demonstrate the ability to analyze any level-appropriate mathematics problem and formulate an approach that may combine previous known results.	A classroom activity was used to assess the above discipline goal. Students were given a word problem designed to be solved using a system of equations. Various methods of solution had previously been presented to the class. The students were to design a system of equations that could be used to solve the problem. Then using their method of choice, the students were to obtain a satisfactory answer to the problem. Calculators were not allowed to be used.	A predetermined scale of 0-5 was used to determine the success of each student. The activity was considered successful if the student received a score of 2, 3, 4, 5. Five was the highest level on the scale. The student had to correctly write the three equations needed to solve the problem, choose a suitable method of solution, correctly use that method, and write the answers in sentence form to obtain a score of 5. To receive a score of 4, the student had to correctly write the three equations needed to solve the problem, choose a suitable method of solution, correctly use that method, but either get an incorrect answer due to minor mathematical calculations or get a correct answer but not write it in sentence form. To obtain a score of 3, the student had to write the three equations needed to solve the problem, choose a suitable method of solution, but not be successful in using that method. A score of 2 indicates that the students was only able to write the three correct equations. The students received a score of 1 if they were only able to produce one or two correct equations. A score of zero indicates the student was not even able to get started on solving this problem.	22	17	These results indicate an overall mastery of this particular concept. I did determine that an extra class period spent on just writing the equations needed to solve word problems would be beneficial. Several of these students did miss at least one of the three class times spent on this concept. Naturally there is a direct correlation between student learning and attendance.	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.

Goal Assessed	Activity	Criteria	# Assessed	# Successful	Instructor Action Plan	Institutional Action Plan
Demonstrate the ability to analyze any level-appropriate mathematics problem and formulate an approach that may combine previous known techniques.	I included a multi-step problem on a test, which required the student to analyze and develop a plan.	By looking at the students work I could see how they planned their solution, the success of the steps and the final answer. The true success is a correct solution or a correct plan with a computation error.	5	4	I will continue as I have, as the success rate was pretty good. To help it, I will include more multi-step problems and work with the students in making decisions on steps to take to reach solutions.	More resources for interesting problems.
	Students were given a mathematics concept that they had not been introduced to specifically, but had been taught the basic aspects of a simpler concept. Students were tested to see if they could apply the basic concept to the more difficult concept by working a problem.	Due to the nature of the test item and the simplicity of Mathematics grading online, I was able to determine the outcome simply by checking to see if the student answered the test item with the correct answer.	22	9	Will need to introduce to the student the concept of taking a concept further by thinking it through. Need to develop more example problems that will teach the student to apply what they know to other concepts.	In Intermediate Algebra and College Algebra a one hour lab scheduled with the three hour course would be of great benefit to the student. In the lab the student would be able to do hands on learning with technology that they just don't get in the regular classroom. The instructor has barely enough time to deliver the core content of the subject and has very little time to teach any technological concepts.

	On each of three exams, I included a question that was unlike the exact homework and study problems, but was related in concept and approach to what students had recently learned.
	
	Exam #1 Question: If "x" is a positive number and "y" is a negative number, fill in the blanks with the words positive or negative.
	  a) -x is a _____ number
	  b) -y is a _____ number
	  c) y + y is a _____ number
	  d) x – y is a _____ number
	Exam #2 Question: If $(x – 2)(x + \_\_\_\_) = x2 + 4x – 12$, what number belongs in the blank space?
	Exam #3 Question: Solve: $(x – 3)(x + 1) = (x – 2)(x – 1)$
		For Exam #1 Question, students were considered successful if they answered at least 3 parts successfully. 51 out of 66 students correctly answered 3 or 4 parts. That is a success rate of 77%.
		
		For Exam #2 Question, students had only to fill in one blank. They were successful if they put the correct answer there. 42 out of 61 students gave the correct answer. That is a success rate of 69%
		
		For Exam #3 Question, students had to multiply the expressions on both sides, then move all terms to one side of the equation. While there is more to the solution, I considered students to be successful if they took these two key steps toward solving the problem. Only 6 out of 53 students got at least that far in solving the problem. That is a success rate of only 11%
			180	99	I was disappointed in the results of the third exam question. However, it was probably a greater "leap" from their current level than any of the other questions. I will continue to try and emphasize strategies for problem-solving.	None.

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After completing a mathematics course, the student should be able to: Demonstrate the ability to analyze any level-appropriate mathematics problem and formulate an approach that may combine previous known techniques.	During a review period, I gave my Intermediate Algebra class a handout with a single problem to work. The problem was selected to involve four specific previously learned techniques.	I considered success on this problem to mean that the student was able to correctly complete at least 3 of the four techniques involved in solving the problem.	13	8	This exercise encourages me to continue to emphasize to my student the basic skills that are used repeatedly in solving algebraic problems.	None listed.
Estimate the square root fo 4.5 using a Taylor series expansion for square root of x about a=4	a correct answer	a correct answer	20	14	None listed	None listed
Demonstrate the ability to analyze any level-appropriate mathematics problem and formulate an approach that may combine previous known techniques.	Step 1: Students measured the rise and the run of the wheelchair ramps in Building 1 of the Southeast Campus. Step 2: Students converted the measurements to inches. Step 3: Students found the slope of each ramp. Step 4: Students found the Americans with Disabilities Act Guidelines for wheelchair ramps. Step 5: Students compared the slopes of the SE Campus wheelchair ramps with the federal code. Step 6: Students made recommendations based on the results.	Students wrote papers using specific guidelines demonstrating the steps listed above. A students was successful if: a. the student found that neither ramps meets federal code. b. the student realized the importance of mathematics in everyday life	7	6	I will continued to use this real-world problem in Beginning Algebra to demonstrate that mathematics and the knowledge of mathematics is important in everyday life. I will develop other real-world problems for other classes.	To continue to support mathematics faculty to attend conferences that offer innovative ideas in teaching and learning.
After completing a mathematics course the student should be able to: Demonstrate the ability to analyze any level-appropriate mathematics problem and formulate an approach that may combine previous known techniques.	I gave them a level-appropriate problem to solve involving symbolic logic (see the attachment).	If the student's response gave the correct truth values, then the student successfully achieved the discipline goal.	12	4	I will continue to emphasize symbolic logic in this course, because it is a vital topic that many students misunderstand.	None are required.

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After completing a mathematics course the student should be able to: Demonstrate the ability to analyze any level-appropriate mathematics problem and formulate an approach that may combine previous known techniques.	I used a question on a quiz that could only be solved using several techniques and applying definitions in a graphical approach.

Question: Identify which graph could represent a polynomial function of degree three. | The student must be able to apply the definition of a function to a graph. Further, the student must be able to designate the zeros on the graph and understand how the odd and even multiplicites of each zero apply and the resulting degree of the equation. The student will need to compare the remaining good choices and analyze their differences. The student will need to mentally compare these with previous graphs they have encountered or generate new examples to draw upon to synthesize the answer. | 42 | 28 | A test analysis will reveal where the class weaknesses are and which topics need more attention. About 67% of the students successfully completed the problem. One of the students failed the last part on the synthesis. The other eleven failed to apply the definitions to a graphical situation. Since this is an internet class my only recourse is to emphasize these techniques in a Powerpoint Presentation that can be emailed to the students who are having difficulties. | I have an electronic whiteboard to communicate with my students. However, I have not found a way of handling the communication in a size that downloads smoothly and uses software the student has readily available. |
| Demonstrate the ability to analyze any level-appropriate mathematics problem and formulate an approach that may combine previous known techniques. | Students were given an application problem in which they had to correctly identify the type of problem. There were to choose the appropriate formula, use proper notation and perform the calculations necessary to solve the problem. | A student successfully demonstrated the above discipline goal, if he/she completed at least 3 out of 4 of the following criteria. The student:
(1) identifies the type of problem (i.e. an integration problem).
(2) uses the correct formula.
(3) uses proper integral notation with limit
(4) correctly performs the calculations. | 9 | 6 | After reviewing the above results I will continue to cover the material as I have and encourage students to practice their homework. I will consider adding more application problems for practice. | It might be helpful for instructors to share various techniques of presenting material that have worked for them in the classroom to improve student success. |
| Demonstrate the ability to analyze any level-appropriate mathematics problem and formulate an approach that my combine previous known techniques. | Three instruments were utilized to measure the above goal (two quantitative and one qualitative): (1) the MARS: Mathematics Anxiety Rating Scale by Suinn & Suinn, 1985 was used to discern changes in math anxiety levels of students (affective goal) pre and post to taking elementary statistics: (2) the SBIS: Standards-based Instruction Scale by Thompson, 1999, was used to measure students' perception of the degree to which SBI (as indicted by NCTM) was employed in the teaching and learning of elementary statistics; and (3) a qualitative end of course assessment instrument was used (essay style) to determine students' cognitive outcomes / knowledge base of inferential statistics relative to the process of hypothesis testing | (1) MARS: a significant reduction ($p<.01$) in the overall mean math anxiety level of the students (N=163) before and after taking Elementary Statistics was demonstrated using a dependent t-test analysis of the data.
(2) SBI: a significant difference ($p<.05$) in the mean levels of SBI versus non-SBI types of instructional efforts with SBI demonstrating the higher mean value resulted using a dependent t-test analysis of the data (N=163)
(3) Qualitative results from the cognitive assessment indicated that just over 92% of the students in Elementary Statistics (N=163) achieved 85% competency or higher on the summative qualitative instrument used to assess inferential statistics knowledge. | 163 | 150 | Assessment results indicate strong evidence in support of SBI (as indicated by NCTM) as effective in the reduction of math anxiety in students - affective outcomes (refer to results in #2 above) and in the effective teaching and learning of content in elementary statistics - cognitive outcomes. | Professional development activities appropriate for increasing the use of SBI strategies in the teaching and learning of statistics include preparing faculty to have a greater knowledge base of the use of SPSS in group-based and multimedia exploration activities to fully support the NCTM Standards-based Instruction guidelines. |

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Demonstrate the ability to analyze any level-appropriate mathematics problem and formulate an approach that may combine previous known techniques.	The activity that I used in my Statistics course was a problem from an assignment. The student had to recognize the type of problem and use the appropriate hypothesis test to determine their decision and conclusion.	The criteria that I used to differentiate between those who met the discipline goal and those who did not were the following 1. Recognized type of problem (hypothesis test) 2. Recognized that it was a small sample 3. Identified original, null and alternative hypothesis statements 4. Calculated test statistic 5. Determined correct decision 6. Formulated correct conclusion Students who had at least 4 out of the 6 criteria met the discipline goal.	15	14	I will continue to make assignments 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.
Demonstrate the ability to analyze any level-appropriate mathematics problems and formulate an approach that may combine previous known techniques.	Use the knowledge gained from solving a homogeneous differential equation to find the general solution of a non-homogeneous differential equation. Evaluate the performance in solving a non-homogeneous problem.	If the result of assessment shows at least 80% performance level, the discipline goal is successfully achieved. Given the homogenous differential eq. $y''-5y'+6y=0$ and the non-homogenous differential equation $y''-5y'+6y=x^2$, solve the non-homogeneous. 1) Write the complementary solution and the family for x^2. 2) Check for independence. 3) Use the undetermined coefficient method to find $y_{(sub\ p)}$. 4) Write general solution.	24	20	The students seem to be transferring the knowledge from homogeneous to non-homogeneous equations very well.	Since the assessment results were 83% of students demonstrating competency, a need for other activities was not indicated.
Demonstrate the ability to analyze any level-appropriate mathematics problem and formulate an approach that my combine previous known techniques.	I presented the students with written problem and they were asked to solve it correctly.	Those giving a correct response successfully met the goal. Those giving are incorrect response did not meet the goal.	8	7	If >= 70% correct, methods are OK. If < 70% correct, incorrect responses will be analyzed for falacies & more time spent on those concepts.	More use of practice and tutorial exercises in course compass.

Goal Assessed	Activity	Criteria	# Assessed	# Successful	Instructor Action Plan	Institutional Action Plan
Produce graduates eligible to take and pass a nationally recognized certification examination upon completion of all requirements of the accredited Medical Assistant Program.	The Medical Assistant program has demonstrated 100% participation with 100% pass rate on the national certification examination each year for at least the previous three years.	All eligible students participated and all passed the national certification examination according to information and documentation provided by the American Association of Medical Assistants (AAMA).	12	12	Student participation and success on the national certification examination supports the current educational process.	The college needs to financially support instructor travel to local, state, and national professional conferences in order for instructors to remain current on new information and technology as well as legal issues (such as HiPPA) related to the health care profession, particularly the medical assistant profession.

Goal Assessed	Activity	Criteria	# Assessed	# Successful	Instructor Action Plan	Institutional Action Plan
Objective #4: To provide students who are well qualified in medical laboratory practices to perform lab procedures competently.	We defined 'competent students' as those who are able to maintain employment in a clinical lab after graduation. I reviewed employment status of students in the last two classes.	The MLT program has achieved this goal if 85% of graduates are working in a clinical lab one-year post graduation.	7	7	Continue to provide the opportunity for students to experience the realities of the clinical laboratory work environment during the educational program.	None

Goal Assessed	Activity	Criteria	# Assessed	# Successful	Instructor Action Plan	Institutional Action Plan
Interpret and analyze the music the student performs or hears theoretically and historically.	One of the projects for every major in Music Theory III is to choose a musical selection that he/she is working on in private lessons to analyze harmonically, formally, melodically, etc. The student must present the analysis to the class and then perform the selection as well as submit a written paper and chart describing the analysis. The goal of this assignment was to help students realize the importance of the relationship between their performance of the music and their understanding and interpretation of the form, text, harmonies, phrase structure, etc. They also were expected to make connections between the written theory and the aural interpretation. The assessment was based on the students' explanation (written and oral) of the analysis and whether they were able describe and demonstrate connections between the analysis and the approach to performance.	In order to successfully achieve this goal, the student first had to demonstrate his/her ability to successfully analyze the music by noting chord symbols, phrase markings, formal structures, etc. on the music and in a chart. Second, the student had to communicate his/her findings to the class orally and in writing. Third, the student had demonstrate his/her understanding through a performance of the selection. If students achieved a score of at least 75% on this project they successfully achieved this goal.	11	7	Most students were able to analyze the music based on the structured system of Roman Numerals and a formal pattern. However, they had more difficulty drawing conclusions and making connections. Therefore, I will continue to use this assignment and will consider adding more in class discussion and practice in approaching, analyzing and performing musical selections in depth.	I am looking into other textbooks to see if there are other approaches to this type of assignment and textbooks that use the same example in theory as well as in sightsinging, keyboarding and aural skills.

Goal Assessed	Activity	Criteria	# Assessed	# Successful	Instructor Action Plan	Institutional Action Plan
Geriatric Technician students will achieve a clinical grade of "satisfactory" (S) by earning a satisfactory evaluation on all of the following clinical performance requirements. - Basic personal care procedures - Residents' Bill of Rights - Elder Abuseq Conduct an interview with a client - Apply a dry sterile dressing - Perform a wet-to-dry sterile dressing - Obtain a wound culture - Dysphagia - Alzheimer's disease and dementia care - Basic head-to-toe assessment and documentation - End-of-life care	Basic personal care procedures – Students demonstrate proficiency in vital signs, bathing, bedmaking, dressing, transfers and ambulation of clients Residents' Bill of Rights, Elder Abuse – Students discuss ethical and legal issues related to care of the elderly. Conduct an interview with a client – Students interact with a client to obtain information about the home environment and client functional status. Apply a dry sterile dressing, Perform a wet-to-dry sterile dressing, Obtain a wound culture – Student perform return demonstration of the skills in the learning laboratory setting and are observed providing care to clients. Dysphagia – Students feed residents, conduct nutritional assessments, and complete the Braden scale skin assessment. Alzheimer's disease and dementia care – Students provide care for clients with Alzheimer's disease, conduct a group activity, and neurological checks. Basic head-to-toe assessment and documentation – Students perform a complete modified Head-to-Toe assessment using all assessment tools. End-of-life care – Students define palliative care, hospice care, alternative therapies, and Life Review and discuss implication in care of the elderly.	Formative evaluation includes return demonstration of skills in learning laboratory and clinical practicum settings. A multi-skill final is administered to assess student competency in the specified Geriatric Technician role componets and interventions.	2	2	Data is shared with Geriatric Technician Advisory Board. Revisions are made to the curriculum based on student feedback, assessment findings, and input from the Advisory Board.	- Continue current teaching/learning strategies - Implement reliability and validity assessment of clinical evaluation tools

Goal Assessed	Activity	Criteria	# Assessed	# Successful	Instructor Action Plan	Institutional Action Plan

Level 3 nursing students will achieve a clinical grade of "satisfactory" (S) by earning a satisfactory evaluation on all of the following clinical performance requirements.
- Psychiatric Hospital Clinical Practicum
- Process Recording
- Teaching Plan
- Group Process Analysisq   Journal
	Process Recording – The purpose of this assignment is for students to demonstrate ability to implement nursing interventions in the context of the therapeutic nurse-client relationship. Students will write one process recording during the hospital practicum.
	
	Teaching Plan – The purpose of this assignment is for students to demonstrate the ability to implement appropriate teaching to meet psychiatric clients' learning needs. Students will write and implement one teaching plan during the hospital practicum.
	
	Group Process Analysis – The purpose of this assignment is for students to demonstrate ability to analyze concepts of group process as observed in psychiatric client groups. Students are required to write an analysis of one therapy group, including Tuckman's Phase of Group Development, Yalom's Curative Factors, roles, and observed leader strategies.
	
	Journal – The purpose of this assignment is for students to utilize critical thinking to consider personal insights as a result of experiences with clients who have disruptions in mental health. The student will analyze the effects this new knowledge has on his or her own perception of self and the world.
	
	The Student Performance Evaluation Profile (SPEP) identifies objectives that reflect desired professional behaviors that are categorized in the roles of the Associate Degree Nurse. After completion of each clinical week, the STUDENT PERFORMANCE EVALUATION PROFILE is
		Process Recording – A criterion-based grading rubric is used. Students will write one process recording during the hospital practicum. A subsequent process recording will be assigned if the grade on the first is less than 76%.
		
		Teaching Plan – Students will write and implement one teaching plan during the hospital practicum. This will be presented as a verbal teaching plan in post-conference.
		
		Group Process Analysis – A criterion-based grading rubric is used and included in the course syllabus (under Week 4). This paper counts 10% of the course grade.
		
		Journal – The journal is Pass/Fail. The student must receive a passing grade.
		
		The Student Performance Evaluation Profile (SPEP) – criterion based weekly checklist of professional performance expectations
			49	49	The Nursing Outcomes Committee is currently analyzing all assessment data for the program and comparing findings to the baseline performance reported last year. A report trending these findings is under development and will be presented to the Nursing Faculty Council in August 2003. Areas identified as problematic will be referred to the Nursing Curriculum Committee for detailed analysis and review in 2003 – 2003. The Nursing Curriculum Committee is chartered to make recommendations for curriculum revision/changes based on their analysis of the data.	- Continue current teaching/learning strategies
						- Faculty Development session planned – August 15, 2003
						    - Topic – Clinical Evaluation Tools
						    - Presenter – Donna Ignatavicious, RN, MSN
						- Continue reliability and validity assessment of clinical evaluation tools
						- Consider revision of SPEP to demonstrate logical progression throughout the program and alignment with the nursing program's philosophy that the curriculum builds on previous levels in complexity.

Goal Assessed	Activity	Criteria	# Assessed	# Successful	Instructor Action Plan	Institutional Action Plan
	used by the faculty to record the student's ability to demonstrate: · Safe and effective nursing care · Professional responsibility · Commitment to learning and self-development					

Goal Assessed	Activity	Criteria	# Assessed	# Successful	Instructor Action Plan	Institutional Action Plan
Level 2 nursing students will achieve a clinical grade of "satisfactory" (S) by earning a satisfactory evaluation on all of the following clinical performance requirements. - Psychomotor Skills Competency Testing - Medication Dosage Computation Examination - One Verbal Client Care Plan - Perioperative Critical Incident/Journal - Performance of All Nursing Role Behaviors Defined in the Student Performance Evaluation Profile (SPEP)	Medication dosage competency – All students will complete a dosage computation examination with a proficiency of 90%. The student is provided three attempts to successfully complete this course requirement. The first dosage competency must be completed no later than Saturday, (date specified which is 2 weeks after the start of classes). Any subsequent examination must be completed by Saturday, (date specified which is 4 weeks after the start of classes). All dosage examinations will be completed in the TCC testing center, MC-147. Psychomotor skills competency – In the Learning Activities Laboratory, students will be given the opportunity to practice and learn to perform, competently, all nursing psychomotor skills designated for NUR 1459. The performance of each skill must be completed with fifteen (15) minutes. Nursing Care Plans – Two care plans will be evaluated using the Nursing Plan of Care Grading Criteria. The score on the written care plan will be calculated as a written component of the System for Student Grading and Evaluation (Section XXIII B.5 on pages 5 & 6 of this syllabus). The verbal care plans will be graded on a pass/fall basis. Inter-rater reliability among the faculty team has been established to assure consistency in grading. Perioperative Experience-Students will successfully complete a written Critical Incident/Journal based on their experiences during the Perioperative Rotation. See Section D of the course packet.	Psychomotor Skills Competency Testing – a skills checklist is used. Students may have three (3) attempts to demonstrate competent performance of each skill. Failure to do so will result in a grade of "U" in clinical performance and the student cannot progress to Level 3 of the Nursing Program. Medication Dosage Computation Examination – percentage of correct answers on the examination. Must achieve at least a 90% to pass. Nursing Care Plans – use Nursing Plan of Care Grading Criteria (provided to students in the syllabus and course packet). Inter-rater reliability has been assessed to assure consistency in grading. Perioperative Critical Incident/Journal – criteria provided in the course packet. Graded on a Pass/Fail basis. Performance of All Nursing Role Behaviors Defined in the Student Performance Evaluation Profile (SPEP) – criterion based weekly checklist of professional performance expectations	56	56	The Nursing Outcomes Committee is currently analyzing all assessment data for the program and comparing findings to the baseline performance reported last year. A report trending these findings is under development and will be presented to the Nursing Faculty Council in August 2003. Areas identified as problematic will be referred to the Nursing Curriculum Committee for detailed analysis and review in 2003 – 2003. The Nursing Curriculum Committee is chartered to make recommendations for curriculum revision/changes based on their analysis of the data.	- Continue current teaching/learning strategies - Faculty Development session planned – August 15, 2003 · Topic – Clinical Evaluation Tools · Presenter – Donna Ignatavicious, RN, MSN - Continue reliability and validity assessment of clinical evaluation tools - Consider revision of SPEP to demonstrate logical progression throughout the program and alignment with the nursing program's philosophy that the curriculum builds on previous levels in complexity.

Goal Assessed	Activity	Criteria	# Assessed	# Successful	Instructor Action Plan	Institutional Action Plan
	This clinical requirement is graded on a pass/fail basis. The Student Performance Evaluation Profile (SPEP) identified course objectives that reflect desired professional behaviors that are categorized in the roles of the Associate Degree Nurse. After completion of each clinical week, the STUDENT PERFORMANCE PROFILE is used by the faculty to record the student's ability to demonstrate: · Safe and effective nursing care · Professional responsibility · Commitment to learning and self-development					

Goal Assessed	Activity	Criteria	# Assessed	# Successful	Instructor Action Plan	Institutional Action Plan

Level 1 nursing students will achieve a clinical grade of "satisfactory" by earning a satisfactory evaluation on all of the following clinical performance requirements.
- Skills competencies including
- Medication dosage computation exam
- Administration of oral medications
- Administration of intramuscular medications
- Administration of subcutaneous medications
- Administration of intradermal medications
- Communication competency
- Head-to-Toe Physical Assessment
- Student Performance Evaluation Profile (SPEP)
- Nursing Process Plan for the Older Adult (the passing grade for this requirement is 76%)
	Medication dosage competency – All students will complete a medication administration examination with a proficiency of 90% by Week 7 of the semester. The examination includes calculations used in the administration of oral and injection medications. Three (3) attempts are provided for the student to satisfactorily complete this clinical performance requirement. If this requirement is not completed satisfactorily by Week 7 of the semester, the student fails the course and cannot continue in NUR 1447.
	
	Psychomotor skills competency – Students learn to perform specific psychomotor skills and are expected to perform each skill competently by the end of the semester. As scheduled intervals, faculty evaluate students' ability to perform these skills using a skills checklist. The student is provided three (3) attempts to demonstrate satisfactory performance of each skill.
	
	After the completion of each clinical week, the Student Performance Evaluation Profile (SPEP) is used by faculty to record the student's ability to demonstrate:
	· Safe and effective nursing care
	· Professional responsibility
	· Commitment to learning and self-development
	
	Nursing Process Plan for the Older Adult – The nursing care plan prepared for the third assigned client is submitted for a grade. Students must achieve a care plan grade of 76% to successfully complete NUR 1447. A criterion based rubric is used for grading care plans. Inter-rater reliability among the faculty team has been established to assure
		Medication dosage competency – percentage of correct answers on the examination
		Psychomotor skills competency – skills checklist for each competency
		Nursing Process Plan for the Older Adult – criterion-based rubric
			39	38	The Nursing Outcomes Committee is currently analyzing all assessment data for the program and comparing findings to the baseline performance reported last year. A report trending these findings is under development and will be presented to the Nursing Faculty Council in August 2003. Areas identified as problematic will be referred to the Nursing Curriculum Committee for detailed analysis and review in 2003 – 2003. The Nursing Curriculum Committee is chartered to make recommendations for curriculum revision/changes based on their analysis of the data.	- Continue current teaching/learning strategies
						- Faculty Development session planned – August 15, 2003
						  · Topic – Clinical Evaluation Tools
						  · Presenter – Donna Ignatavicious, RN, MSN
						- Continue reliability and validity assessment of clinical evaluation tools
						- Consider revision of SPEP to demonstrate logical progression throughout the program and alignment with the nursing program's philosophy that the curriculum builds on previous levels in complexity.

Goal Assessed	Activity	Criteria	# Assessed	# Successful	Instructor Action Plan	Institutional Action Plan
	consistency in grading.					

Goal Assessed	Activity	Criteria	# Assessed	# Successful	Instructor Action Plan	Institutional Action Plan
Level 3 nursing students will achieve a clinical grade of "satisfactory" (S) by earning a satisfactory evaluation on all of the following clinical performance requirements. - Psychomotor Skills Competency Testing - Medication Dosage Computation - Written Care Plans, Postpartum and Newborn Nursery - One Newborn Assessment - One Maternal Postpartum Assessment - Study Guides for Labor & Delivery, Postpartum, and Newborn Nursery - Observations Reports of Clinical Experiences (labor-delivery, intensive care nursery, obstetrical clinic visit) - Performance of All Nursing Role Behaviors Defined in the Student Performance Evaluation Profile (SPEP)	Skills Competency – Each member will take a newborn apical pulse rate. A faculty member will take the rate at the same time as the student. The student must be able to count the rate within four beats of the faculty. Nursing Care Plans – Students will work with the Nursing Process and develop generic care plans for caring for the childbearing family; including mothers in the labor, birth and postpartum phases of childbearing, and for the newborn. Each week the student will submit for grading, assessment data and care plan for their assigned client(s). The points earned on the care plans completed on the week the student is assigned to multiple clients will be compiled along with exam scores and other work to determine student grades for the course. Newborn Assessment – Each student will demonstrate the ability to perform a newborn assessment with faculty assistance and calculate the nutritional needs of assigned newborn clients. Maternal Postpartum Assessment – Each student will demonstrate the ability to perform a maternal postpartum assessment with faculty assistance. The Student Performance Evaluation Profile (SPEP) identifies objectives that reflect desired professional behaviors that are categorized in the roles of the Associate Degree Nurse. After completion of each clinical week, the STUDENT PERFORMANCE EVALUATION PROFILE is used by the faculty to record the student's ability to demonstrate:	Psychomotor Skills Competency Testing – A skills checklist is used. Written Care Plans, Postpartum and Newborn Nursery – a criterion-based grading rubric is used. Inter-rater reliability is assessed to assure consistency in grading. Newborn and Maternal Postpartum Assessments – A skills checklist is used.Performance of All Nursing Role Behaviors Defined in the Student Performance Evaluation Profile (SPEP) Performance of All Nursing Role Behaviors Defined in the Student Performance Evaluation Profile (SPEP) – criterion based weekly checklist of professional performance expectations	50	50	The Nursing Outcomes Committee is currently analyzing all assessment data for the program and comparing findings to the baseline performance reported last year. A report trending these findings is under development and will be presented to the Nursing Faculty Council in August 2003. Areas identified as problematic will be referred to the Nursing Curriculum Committee for detailed analysis and review in 2003 – 2003. The Nursing Curriculum Committee is chartered to make recommendations for curriculum revision/changes based on their analysis of the data.	- Continue current teaching/learning strategies - Faculty Development session planned – August 15, 2003 · Topic – Clinical Evaluation Tools · Presenter – Donna Ignatavicious, RN, MSN - Continue reliability and validity assessment of clinical evaluation tools - Consider revision of SPEP to demonstrate logical progression throughout the program and alignment with the nursing program's philosophy that the curriculum builds on previous levels in complexity.

Goal Assessed	Activity	Criteria	# Assessed	# Successful	Instructor Action Plan	Institutional Action Plan
	· Safe and effective nursing care · Professional responsibility · Commitment to learning and self-development					

Goal Assessed	Activity	Criteria	# Assessed	# Successful	Instructor Action Plan	Institutional Action Plan
Level 3 nursing students will achieve a clinical grade of "satisfactory" (S) by earning a satisfactory evaluation on all of the following clinical performance requirements. - Clinical facility-based plans of care and interaction analysis including: · Case study, written nursing plan of care for evaluation, and full nursing plan for grade · Head-to-toe assessment on an infant of child · Performance of safe actions related to Provider of Care · Demonstration of Professional Behaviors s defined in the Student Performance Evaluation Profile · Performance of all Nursing Role Behaviors as defined in the Student Performance Evaluation Profile - Skill Competencies · Medication Dosage Computation Examination · Application of soft restraints: clove hitch restraint and elbow restraint - Student Performance Evaluation Profile for Child Development Center	Acute Care Case Study – The purpose of this case study is to assist the student to begin focusing on age-and developmentally appropriate aspects of caring for children. Students will complete the written assignments in clinical on orientation day and turn in the completed Case Study for evaluation. Nursing Care Plans – Each week nursing plans of care will be reviewed by faculty for diagnostic evaluation of student learning. During the last week of the course, each student will write a plan of care that will be evaluated for a grade. Accurate, complete, and developmentally appropriate plans of care are viewed as an integral part of safe nursing practice. Developmental Study Paper – A written component relating to the study of children in various areas of development will be completed. The purpose of this assignment will be to allow students to explore the normal growth and development of children. Psychomotor Skills Competencies– In the Learning Activities Laboratory, students will be given the opportunity to learn and practice nursing skills related to the care of children. Students will demonstrate competency of specific skills within the prescribed time limits. The psychomotor skills evaluated as competencies include the applications of two types of soft restraints, that is, a clove hitch restraint and an elbow restraint. Medication Dosage Computation Examination – The student must master the computation competency as	Acute Care Case Study – A criterion-based grading rubric is used. Students must receive a 76% to satisfactorily pass this competency. Nursing Care Plans – A criterion-based grading rubric is used. If the student's written work is unsatisfactory, it will be reflected as an "I" or an "N" in the appropriate categories of the Written Component Student Performance Profile. Failure to improve the following week wil result in an "N" and Counseling Form. An unsatisfactory ("U") can result in an unsatisfactory week ("U") for acute care clinical. Developmental Study Paper – A criterion-based grading rubric is used. Students must receive a 76% to satisfactorily pass this competency. Psychomotor Skills Competencies– Faculty evaluate students' ability to perform psychomotor skill competencies using skills checklists found in the Learning Resources Packet. The student may make three (3) attempts to successfully complete each skill competency. Competencies must be completed within a specified time period (see indicated competency skill sheets). Medication Dosage Computation Examination – The student may make three (3) attempts to successfully complete this competency. The Student Performance Evaluation Profile (SPEP) – criterion based weekly checklist of professional performance expectations	50	50	The Nursing Outcomes Committee is currently analyzing all assessment data for the program and comparing findings to the baseline performance reported last year. A report trending these findings is under development and will be presented to the Nursing Faculty Council in August 2003. Areas identified as problematic will be referred to the Nursing Curriculum Committee for detailed analysis and review in 2003 – 2003. The Nursing Curriculum Committee is chartered to make recommendations for curriculum revision/changes based on their analysis of the data.	- Continue current teaching/learning strategies - Faculty Development session planned – August 15, 2003 · Topic – Clinical Evaluation Tools · Presenter – Donna Ignatavicious, RN, MSN - Continue reliability and validity assessment of clinical evaluation tools - Consider revision of SPEP to demonstrate logical progression throughout the program and alignment with the nursing program's philosophy that the curriculum builds on previous levels in complexity.

Goal Assessed	Activity	Criteria	# Assessed	# Successful	Instructor Action Plan	Institutional Action Plan
	demonstrated by achieving the minimum score of 90% on a written examination. Students will write out all work and turn in calculations with the test packet. The Student Performance Evaluation Profile (SPEP) identifies objectives that reflect desired professional behaviors that are categorized in the roles of the Associate Degree Nurse. After completion of each clinical week, the STUDENT PERFORMANCE EVALUATION PROFILE is used by the faculty to record the student's ability to demonstrate: · Safe and effective nursing care · Professional responsibility · Commitment to learning and self-development					

Goal Assessed	Activity	Criteria	# Assessed	# Successful	Instructor Action Plan	Institutional Action Plan

Level 4 nursing students will achieve a clinical grade of "satisfactory" (S) by earning a satisfactory evaluation on all of the following clinical performance requirements.
- Dosage competency examination
- Psychomotor competency in performance of Head-to-Toe Physical Assessment
- Performance of all Nursing Role Behaviors Defined in the Student Performance Evaluation Profile
- Professional Activities
- Community Teaching Project
- Critical Care Nursing Care Plan
	Dosage competency examination – All students will complete a dosage examination with a proficiency of 90% before the first schedule clinical practicum day. The examination will include all types of calculations used in the administration of medications, including intravenous therapy, as well as nursing implications associate with the administration of common medications. The student is provided three attempts to successfully complete this course requirement. If a student is unable to satisfactorily complete this examination within the specified time, the student fails the course and cannot attend clinical practicum experiences.
	
	Psychomotor skills competency – Students will perform a physical assessment during the semester. The clinical instructor will review criteria with students.
	
	Professional Activity (Member within discipline of healthcare) – Students will independently select professional activities to meet this requirement. Eight (8) clinical practicum hours are allotted for this activity. Criteria for attendance, a suggested list of professional activities to attend and verification of attendance and evaluation of professional behaviors, are in Appendix 4 of the course syllabus. Professional activities must be completed by the deadline specified in the syllabus.
	
	Community Teaching Project – In a community setting, each group/individual identifies a health-related need, develops a plan, implements the plan, and evaluates the effectiveness of the plan to meet the identified
		Dosage Competency Examination – percentage of correct answers on the examination. Must achieve at least 90% to pass.
		Psychomotor competency in performance of Head-to-Toe Physical Assessment – A skills checklist is use.Performance of all Nursing Role Behaviors Defined in the Student Performance Evaluation Profile (SPEP) – criterion based weekly checklist of professional performance expectations
		Professional Activities – A criterion-based graded rubric is used.
		Community Teaching Project – A criterion-based grading rubric is used.
		Critical Care Nursing Care Plan - A criterion-based grading rubric is used.
			55	48	The Nursing Outcomes Committee is currently analyzing all assessment data for the program and comparing findings to the baseline performance reported last year. A report trending these findings is under development and will be presented to the Nursing Faculty Council in August 2003. Areas identified as problematic will be referred to the Nursing Curriculum Committee for detailed analysis and review in 2003 – 2003. The Nursing Curriculum Committee is chartered to make recommendations for curriculum revision/changes based on their analysis of the data.	- Continue current teaching/learning strategies
						- Faculty Development session planned – August 15, 2003
						    - Topic – Clinical Evaluation Tools
						    - Presenter – Donna Ignatavicious, RN, MSN
						- Continue reliability and validity assessment of clinical evaluation tools
						- Consider revision of SPEP to demonstrate logical progression throughout the program and alignment with the nursing program's philosophy that the curriculum builds on previous levels in complexity.

Goal Assessed	Activity	Criteria	# Assessed	# Successful	Instructor Action Plan	Institutional Action Plan
	need. A grade of 76% must be earned to satisfactorily complete this clinical requirement.					
	Critical Care Nursing Care Plan – students will prepare a typed care plan. This care plan is designed to assist students to apply critical care nursing concepts to the care of a client who is experiencing multiple, complex disruptions in health. A grade of 76% or higher must be earned to satisfactorily complete this clinical requirement. Criteria for this assignment is located in the course packet. The paper is due by 0845 the second Tuesday following the critical care practicum.					
	The Student Performance Evaluation Profile (SPEP) identified objectives that reflect desired professional behaviors that are categorized in the roles of the Associate Degree Nurse. After completion of each clinical week, the STUDENT PERFORMANCE EVALUATION PROFILE is used by the faculty to record the student's ability to demonstrate: · Safe and effective nursing care · Professional responsibility · Commitment to learning and self-development					

Goal Assessed	Activity	Criteria	# Assessed	# Successful	Instructor Action Plan	Institutional Action Plan
An ability to engage in rational & civil discourse	Assessed from participation on the discussion board how well students were engaging in rational & civil discourse.	Student met discipline goal if they were able to assess & analyze another student's response.	26	18	Will not be used.	Better orientation for internet courses.

Goal Assessed	Activity	Criteria	# Assessed	# Successful	Instructor Action Plan	Institutional Action Plan
Affective Development: The participant will demonstrate an appreciation for the contribution of exercise to his or her lifestyle.	Self appraisal of how exercise has added to lifestyle. Has weight been lost, general mental and physical health increased, and where will you invision your future in exercise. Students submitted diaries where personal comments were evaluated.	Students conducted a pre and post fitness evaluation assessment. Heart rate, physical strength, fitness levels, and Body fat were all measured at beginning of semester and at end.	6	6	The evidence shows that the course is in the right direction for measuring exercise as a lifestyle.	We are currently working with Polar (Heart Rate Monitors) to enhance the program and workouts.

Goal Assessed	Activity	Criteria	# Assessed	# Successful	Instructor Action Plan	Institutional Action Plan

To communicate physical science concepts effectively by demonstrating at least one of the following:	I assessed the discipline goal with the following oral presentation project. Each student selects a topic of interest on which to present. The student must explain the connection between the physical science concepts learned in the classroom and their topic of interest.	The students were assessed using the following point system:
		
		5 points – Length: The presentation must be at least 3-5 minutes in length.
		5 points – Topic Connection: The student must explain the connection of the presentation topic to the concepts being studied.
		  - Presentation #1 – Concepts from chapters 1-6
		  - Presentation #2 – Concepts from chapters 7-12
		  - Presentation #3 – Concepts from chapters 13-18
		5 points – Knowledge of Topic: The student should have a good understanding of the topic presented. (The student should not simply read verbatim from the written resource.)
		5 points – Resources: The student must submit a copy of the written resource used (Internet site, journal article, newspaper article, etc.) The student should use some type of visual aide. (Projected Internet site, handouts, demonstration, etc.)
		
		(Successful completion of discipline goal #2 = 16 points or above)
			20	15	Your understanding of a concept increases when you have to explain that concept to another person. I will continue to provide my students with the opportunity to make oral and written presentations.	None at this time.

Discipline Goal # 3: Laboratory Proficiency	The procedural part of every laboratory requires students to use measuring tools in a laboratory environment. In addition many labs require the use of computer interfacing and or computer graphics.	Experiments require the student to use tools to measure a specific known physical phenomena. In the exercise cited students were required top identify the electronic components in a sealed box by using measurements of voltages anc currents. Correct use of the laboratory tools will result in the student identifying the rating of the hidden resistor within plus or minus 5 percent.. Failure will be indicated by a percent error of greater than ten percent.	20	18	Laboratory exercises in physics require effective measurement 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.
To involve the student more in the learning process.	Students were asked to construct a device (a capacitor) with specified parameters, then their construction was measured for its actual performance.	There were 3 levels of achievement: 1. The top 3 capacitors closest to the specified one microfarad value received the highest category of achievement. 2. The others which were not shorted out, but functioned as capacitors received the 2nd category. 3. The shorted-out (or lack of an entry) did not meet the minimum standard	11	10	Students who were successful have demonstrated a firm grasp of the concepts involved beause of their hands-on participation.	Some additional equipment (measuring devices for capacitors) are needed.

Goal Assessed	Activity	Criteria	# Assessed	# Successful	Instructor Action Plan	Institutional Action Plan
Comptency - being able to write a correct research paper	Students had to complete a research paper related to the Constitution / Supreme Court. Their papers were based on the MLA Guide. Time was spent in class going over the particulars.	Had five specific dates in which material was to be turned in to the instructor. Would be checked and given back to the student with reommendations / corrections. 1. Topic. 2. Rough outline. 3. Rough draft. 4. Completed draft. 5. Final paper.	10	8	A lot of work in the business / academic realm involves proper communication skills. The above dealth with written skills.	None listed.
The students will make apparent salient knowledge of past and current economic influences, political arrangements, and social processes.	Students were required to study theoretical approaches to the US Congress' role / responsibility to our past, current and future positions of the political economy.	Students has to utilize our current economic situation with the War in Iraq as a basis of fully understanding the role of Congress and the proper responsibilities of the Executive Branches of government. The US Constitution, the seniority system in Congress, and the role of the President as Chief of the military were foundational basis of students engaging in substantive and progressive dialogs about their personal stances of the War and the governments' legal responsibility to its citizens.	18	7	Data will continually be shared as a model for directing their thought processes in the role of the government, and to try to alleviate opinionated perceptions to political economics.	Nothing additional is needed.
Demonstrate understanding of civil rights and liberties and apply them to current situations.	· Class lecture covered basics of civil rights and liberties. · Regarding understanding, discussion was held to address levels of understanding: dualist, multiplicit, and contextual. · Students divided into small groups and were given test cases regarding civil rights and civil liberties and groups decided outcomes. · Students spent one week watching a video over the Branch Davidian religious group and their treatment by the government. · Students were given a written assignment to assess individual understanding of the items mentioned above as they applied to the video.	· The criterion mentioned above was used to measure student responses to the question above. · One class averaged 44 out 50 points for the written assignment. · The other class averaged 43 out of 50 points for the assignment. · Such close averages verify the legitimacy of the assignment as whether goals were met. · In addition to meeting the requirements for the assignment, most students also responded that the lecture, discussion on levels of understanding, the video, and the written assignment helped them to develop new ways of thinking about diversity. · Although it is difficult to measure qualitative statements made by students, the fact that these are made in conjunction with the quantitative portion of the assignment shows it to be a successful and measurable learning tool.	70	65	· The teaching methods used appeal to various students' learning styles making the exercise an effective teaching and learning device. · The assignment is both specific and broad allowing student to apply learning in everyday settings as new situations arise. · The motive behind the assignment is to development students' overall understanding of the individual's role in the American political system in relation to civil rights and liberties while placing an emphasis on cultural diversity so that students, not only recognize, but are guided in truly understanding the complex world they live in.	· None at this time.

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Goal #1: Psychology students completing coursework will be able to demonstrate: An understanding of core psychological concepts and theories in the scientific study of behavioral and mental processes.	Social Psychology Internet course students took weekly online quizzes addressing specific content areas. The parameter identified for this goal assessment was a ten-item, multiple choice quiz covering the prejudice, discrimination and stereotyping content.	The criteria used for a successful reflection of understanding these core psychological concepts was the number of students choosing the correct option on the Week 4 Weekly Quiz. The achievement level deemed to be successful was a score of 9 or 10 on the quiz.	17	8	The assessment results indicate room for improvement in student learning in this important content area. This goal assessment is based on last semester's quiz, and, partially based on this and similar outcomes, I have already added, for this semester, a short writing assignment that focuses on important learning outcomes related to these behaviors and attitudes.	I would recommend taking advantage of professional development opportunities, such as the upcoming presentation by Dr. Peter Felten.
An understanding of how psychological research can be applied to human concerns	The students conducted a field trip to Rader Juvenile Center. Their task was to observe the manner in which the residents interacted and to interview a sample of residents and staff members to determine how accurately the residents represented the theories the students had learned in class. The students employed a natural observation research technique and interview research techniques.	The students came back to class and processed their responses from each of the interviews. The realization that this population often contradicts the theory bases was enlightening to the students. They derived much more benefit than simply reading and talking about theoretical concepts and hypothetical situations. The experiential element to the field trip was far more educational than any classroom experience could be.	25	25	The feedback from the students has been overwhelming. They are grateful for the opportunity to interact with diverse populations as well as the chance to tour a correctional facility and see a "behind the scenes" view of the operation of a state run correctional facility which introduced the students to a "token economy" type of system.	None.
An understanding of how psychological research can be applied to human concerns.	The competency in this goal was assessed / measured through written assignments, and class discussion.	Four written assignments worth 25 points each were administered. Successfully achieving the discipline goal meant they earned 75 of the 100 points possible.	38	30	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.	Four-year institutions have experimental laboratories. The creation of a psychology lab would certainly benefit the students understanding of how psychological research can be applied to human concerns.

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An understanding of how psychological research can be applied to human concerns.	Each student was assigned the task of finding a psychological journal article pertaining to the subject matter being discussed in class at the time. It is the student's responsibility to locate the article from an approved psychological journal. The student must also ensure that the article chosen contains a psychological study, which has been conducted on a group of human subjects. The student is then required to write a 2 page paper describing how the results of the study could be applied to the general public as well as where and when the information might be applied. The assessment is done in three ways. 1) Did the student choose an article, which fit the criteria of being from an approved journal, and did the article contain research that was conducted on a group of human subjects? 2) Was the student successful in applying the results of the study to the general public? 3) Did the student suggest situations where and when the information might be applied?	The student showed proficiency of the discipline goal if all criteria were met. The specific criteria included three parts. 1) A determination of the article chosen. If it came from a psychological journal and it was a study conducted on a group of human subjects then the student would be able to experience the relationship between psychological concepts and human concerns. 2) Did the student apply the results of the research study to the general public? 3) Making sure the student included suggestions of where and when the results of the study might be applied.	14	14	The results can be used to enhance teaching and improve student learning in the discipline of psychology through the student's demonstration of his understanding of the relationship between research and human concerns. A successful assessment could be used to support the use of psychological journals in the classroom. The access to these journals will only be beneficial to the student.	Continue subscription to Ebscohost in the LRC.
Psychology students completeing coursework will be able to demonstrate: the use of critical thinking skills in evaluating theories & research evidence.	Students were asked to submit an essay on the following topic: "Which factor(s) do you believe play the most important role in the overall development of a child? Why?" Please utilize the research regarding the Heredity-Environmet debate to support your view. Please remember to follow essay guidelines & cite all research sources.	Students who successfully achieved this discipline goal were able to correctly identify and incorporate relevant research data in the application of the Heredity-Environment debate, as it refers to the psychological, emotional, social, & physical development of children.	38	31	Since the majority of students were able to successfully achieve this goal, current teaching methodology online will continue to be utilized.	Continued improvement in the technological delivery of online classes (ie, TCC online server is incompatible w/ AOL - resulting in the loss of student online assignments)
An understanding of core psychological concepts and theories in the scientific study of behavioral and mental processes	To demonstrate meeting this goal, students in Intro Psychology must have earned 70% or better in the class, not counting extra credit, attendance, or other non-essential course material.	See above where the criterion is specified.	87	48	Students who didn't reach the criterion are often unmotivated, and occasionally under-prepared. Initiating admission minima and eliminating late registration are both recommened	None listed

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	Students were asked to use the observational and interview techniques of psychology research in order to help them understand the concept of unconditional positive regard.	Students were assessed on nine different dimensions. They were asked to demonstrate their understanding of each of these dimensions, and give three examples of their observation of the usefulness of each.	42	40	Assessment results indicate that the structure and depth of the assignment is understood by at least 90% of the students, and they successfully mastered the application of the assignment to a human relations setting.	Students enjoy and benefit from experiential learning, especially curriculum which is relevant to their needs and interest. Opportunities to attend professional meetings and workshops should be actively encouraged.
An understanding of how psychological research can be applied to human concerns.	After discussing child maltreatment in my developmental psychology class, I passed out descriptions of four types of maltreating families. This information was provided by the author of the textbook. Using this information as a foundation, students were required to make up a fictional family that "might be a vulnerable-to-crisis family." Then the students were required to locate two websites, one for professionals that might be working with maltreating families and one for the parents or laypersons who might know families that are at risk for maltreatment. After gathering this information students were to suggest recommendations for prevention and treatment of maltreating families.	When assessing the papers, I noted whether or not students included in their fictional family some of the factors that might make a family vulnerable-to-crisis. Then I referred to the websites to see if the information given was true and helpful. Also, did their recommendations for treatment seem to fit with the information from the readings and the websites.	30	25	I think this activity helps students learn the usefulness of websites in dealing with maltreatment. It also helps them realize the factors that can push functioning families over the edge to maltreatment. It is designed to help them think about the complexity and dynamics of family interactions, that maltreating families do not necessarily hate their children. Hopefully, they begin to understand the social and environment factors related to maltreatment, such as poverty and stress. As always when teaching psychology this assignment assists them in understanding the factors that effect human behavior, good and bad.	None listed.

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Simulated evaluation in Laboratory	Each student was to produce two radiographs in the lab. They were then graded on their accuracy of the assignment.	Each radiograph was assessed [as acceptable or not acceptable] on five different categories: Equipment manipulation Positioning skills Radiation protection Film/screen Identification	28	28	I used this tool in laboratory teaching to re-teach in the areas that were consistently below standard.	None listed.
Students will be able to scientifically select the proper technical factors to produce the highest quality radiographs.	In the x-ray laboratory students were assigned two radiographic exams to perform. Students had to position patient (phantom), set technical factors on equipment, make x-ray exposures, process film without using any outside material (books, notes, technique charts etc.) This was a timed exercise. Students work was graded on positioning, technique, collimation, marking of images and selection of proper film size	Criteria used to meet assessment: 1. Correct patient positioning 2. Correct exposure factors 3. Selection of proper film with correct marker 4. Ability to manipulate equipment to complete procedure 5. Completing procedure in allotted time frame	28	27	Results from assessment are tabulated according to the number of errors in each criterion. Areas of weakness are reviewed, practiced and tested again.	1. Replace outdated equipment with modern equipment. 2. Additional patient phantoms for student practice.

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Participation in a service-learning activity	While on clinic rotations our students are evaluated doing respiratory care procedures on hospitalized patients.	The student's performance is evaluated using specific protocols regarding the task	17	17	The students are required to demonstrate competency of specific tasks, therfore we will continue this process.	The college contracts with various institutions for student learning and I'm sure they will continue to do so.

Goal Assessed	Activity	Criteria	# Assessed	# Successful	Instructor Action Plan	Institutional Action Plan
Employ the sociological imagination to examine the interplay among history, culture, and personal biography.	Students were to read a recent article in the New York Times about circumcision. Prior to reading the article, they had to write their own beliefs about circumcision and explain the source of those beliefs. After reading the article, which took an anti-circumcision perspective, they were to discuss 1) their reactions to the article 2) what they learned from the article and 3) how they would develop social policy to address the major complaints put forth in the article.	I chose this exercise because I anticipated the vast majority of my Midwestern students to be pro-circumcision, since 80% of people in this part of the country have that procedure done. I expected them to be unaware that 60% of people in the western U.S. do not have it done nor do 95% in England and most other countries. That means the exercise should have pushed them to consider the relevance of culture and history to beliefs that they had previously regarded as "medical" and "scientific." If a student has achieved this goal, his/her essay will include references to the above-mentioned variations, as well as to the data cited that there is no conclusive evidence that circumcision has any health benefits and/or to the historical point covered in the article that the practice began in the late 1800's not for health reasons, but to decrease sexual enjoyment, given that was considered "lewd" during the Victorian period. Appropriate social policy in a pluralistic society would thus need to address this extensive variation in beliefs and norms, rather than insisting on the "rightness" of procedures that their own families favored.Students who had not met the goal would ignore the cultural variations, skip the scientific data in favor of a quote from one physician who said he personally thought failure to circumcise would increase the likelihood of urinary tract infections and cancer of the penis, and/or argue that the people in the article who were opposing circumcision were in some way "yucky."	15	6	Since students failed abysmally at this exercise (as a discipline goal), I consider it to be a great exercise! I will use exactly the same article next semester, but instead of having them send me individual essays, it will be on the discussion board. In that format, most of the class participates (which usually increases variation in opinion). Since the boards are more process-oriented, I also use the them to play devil's advocate and push students to gradually reflect more on their beliefs. Development of the sociological imagination is a process that is best served through dialogue rather than an endless series of papers, which are by their very nature more of a one-way communication. Finding an article that is a disaster to use for an essay often means finding the perfect article for class discussion either online or on-campus.	Anything that brings us or takes us to new ideas or a different perspective. A good lecture series with controversial speakers. Travel to conferences where we hear the newest research with unanticipated results. Students learn sociology best when they are confronted with undeniable successful human diversity. We teach best when we are aware of contemporary examples of that diversity. More college assistance for student travel would also be positive. Travel done by some of our Honors students to Salt Lake City and Ft. Smith, Arkansas, acquainted them with different parts of the country, students from very different Honors programs, both public and private, and unique local histories from Mormons to Spiro Mounds. The college should seek out grants to enable select faculty and students to do national and/or international travel. Some faculty do that now, but only students who can afford it are able to take advantage of these opportunities.

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Students to demonstrate appropriate skills in delivery of extemporaneous oral presentations	Students presented oral extemporaneous information presentations exhibiting delivery skills based on theory regarding appropriate delivery of such presentations. This theory will have been taught through lecture and textbook instruction. Specific measurement equated to the following scale: 4 pts. = "A" indicating overall "excellent" level of ability in verbal and nonverbal delivery skills; 3 pts. = "B" reflecting above average mastery of verbal and nonverbal delivery; 2 pts. = "C" reflecting average level of competence in verbal and nonverbal delivery skills; 1 pt. = "D" reflecting "poor" or "below average" level of performance skills; a grade of "F" represents an unsatisfactory level of verbal and nonverbal skills in presentation.	Student success in achieving the discipline goal was determined through an oral extemporaneous presentation with the theoretical skills being observed. The specific criteria used to determined the competency level was the following: Verbal Skills included: - Vocal Delivery: (ie. Rate, pitch, stress, inflection, voice quality, volume, projection, normal conversational ranges, variety and all aspects of para-linguistic oral behavior. According to established criteria, "good vocal quality does not call attention to itself; it conveys speakers ideas clearly, interestingly, and without distracting the audience". Delivery rate should be within the range of 100-150 words per minute. Voice quality should be a combination of a degree of formality with the best attributes of good conversation in oral presentation. Volume and projection should maintain minimum audible levels with appropriate variety for emphasis. Non-Verbal Delivery Skills included: - Effective use of note cards (ie. Note cards should be used unobtrusively and inconspicuously) - Eye contact measurement should be on audience 70% of time during presentation - Gestures should be natural and used in coordination with verbal emphasis - Posture should be comfortably erect & body movement should emphasize verbal expression - Movement should be limited and only reinforce verbal message - Facial expression should reflect the tone attitude of the presentation	20	15	Assessment goal by the instructor was for at least 70% of the class to be able to meet acceptable or "average" levels of skills. The resulting figures indicate that 75% of participating students met these goals. Assessment will be used to evaluate instruction methodology.	None listed.

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Students will demonstrate critical thinking skills through applying knowledge and understanding when communicating in different contexts, situations, and/or specific endeavors.	In an interpersonal communications course the students apply knowledge and understanding to different contexts, situations, and/or specific endeavors when speaking to various individuals. Each person requires a "best" approach in order to communicate effectively with them. The speaker must be able to recognize relationships between various cultures and societies and address his or her delivery and content in the appropriate manner. Both the speaker and listener must make inferences based on careful observation and make judgments based on specific criteria when speaking or listening. One activity that measures the student's ability to make judgments based on specific and appropriate criteria and apply knowledge and understanding to specific endeavors is by assessing a communication problem and responding in such a way that the listener feels understood and his or her problem addressed. Before the exercise is administered, the class is engaged in a discussion and lecture about the proper way to deal with complaints. Sample complaints are examined and discussed.	To demonstrate competence in the student's critical thinking skills, a communication scenario was administered. The student (following the guidelines given in the textbook and in class lecture) created three statements that reflect appropriate statements. Experience and observation by the instructor indicates that students able to get 80% correct can usually succeed in formulating appropriate statements addressing complaints.	12	10	Upon review of the communication assessment, the instructor will prepare individualized lesson plans that will reteach and provide extra practice for each class depending on the area of weakness. Individualized plans may include: group practice with writing and critiquing various communication scenarios followed by discussion, individual critiques of various communication scenarios, and individual preparation of the communication scenario with instructor critiques and instructions. 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 83% of the students attaining this goal, I will incorporate other methods such as videos showing communication problems and computer assisted programs such as, "Try It" scenarios found in the textbook website to those students that are in need of further assistance.

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Configuration of network routers.	This competency was evaluated through hands-on labs and evaluation.	The student is provided a specific requirement regarding the network configuration and must configure the equipment and provide test results proving the configuration works.	16	16	The students learn the theory regarding the topic and then apply the theory. The theory is reinforced by testing the concepts in an actual network environment	None

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Studens will acquire skills necessary to design, procure, install, support, and maintain LAN / WAN environments.	By requiring the students to research a telecommunications topic and report to the class by report or by PowerPoint presentation. Research, organization, and presentation skills are essential to successful employment in the Telecommunications industry. Even though this was an internet class, the students were still required to develop or to hone the skills necessary to prepare and to make a presentation to their peers.
	
	1. Quality and appropriateness of content—30 points Present your topic to the class as it relates to telecommunications. The topics are very broad, so you should find a wealth of information to choose from.
	2. Presentation—10 points Remember, you are the class expert on your topic, so we should find it interesting. You should enhance your report / presentation with any kind of pertinent photos, drawings, links, etc. which will make it interesting and easier to visualize or understand. If you are comfortable making a PowerPoint presentation, you may do so, but it is not required. Submit your report via the digital dropbox by the deadline.
	3. Length—5 points Report should be at least 1 and no more than 3 pages of text, or an appropriate number of slides to adequately make the presentation to the class.
	4. Documentation—5 points Properly document your resources, so I can verify that you did not plagiarize. State the URL if they are from the internet. If it is personal or industry experience, please state that in your report / presentation
	5. Originality—all 50 points Your report / presentation will
		Each student's score was based on the following criteria.
		1. Quality and appropriateness of content
		   30 points—Telecom topic was reported in a manner which was college level appropriate
		   20 points—Not telecom related OR not appropriate level OR inappropriate content.
		   10 points—Met only 1 of the criteria listed above
		   0 points—Did not meet any of the criteria
		2. Presentation
		   10 points—Well organized with links or visual aids which enhanced the report or presentation
		   5 points—One of the 2 criteria listed above
		   0 points—Did not meet either of the Presentation criteria.
		3. Length
		   5 points—Between 1 and 3 pages of text, or an appropriate number of slides to present that amount of material.
		   0 points—Less than 1 full page or more than 3 full pages of text, or similar number of slides
		4. Documentation
		   5 points—Proper documentation of web and other resources
		   0 points—Improper or missing documentation
			8	7	Student presentations were posted on Blackboard and made available to the other students. Students who submitted their presentations prior to the deadline were given the opportunity to correct deficiencies and resubmit in order to gain maximum benefit (and score). Students are asked for their permission to use their presentations as examples for future classes. Although, I did not do so on this assignment, I sometimes have the students "vote" on the best peer assignment for extra credit.
					
					Students teach each other through this research presentation assignment. I carefully monitor the results in order to enhance the process. Students learn the skills needed to achieve the above stated competency for future employment in the telecommunications industry.
						I personally believe that TCC is doing a very good job of providing guidelines. If instructors are observing these and helping students to achieve them, students should be receiving proper preparation for their futures.

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	consist of "original" material which is not found in the textbook nor directly copied. Plagiarism is illegal and is not acceptable!					

Goal Assessed	Activity	Criteria	# Assessed	# Successful	Instructor Action Plan	Institutional Action Plan
Assess education objectives by evaluating graduate technician student's National Veterinary Technician Exam (VTNE) scores.	For the TCC Vet. Tech. graduating class of Spring 2002, a total of 11 of 12 students have passed national boards and 12 of 12 have passed the Oklahoma state board exams. Both examinations occurred in July 2002.	For the graduating class of Spring 2002, the breakdown of test scores indicates that TCC's class of veterinary technician students performed above national averages in all of the "seven" major domains including: Pharmacology, Surgical Prep./Assisting, Laboratory Procedures, Animal Nursing, Radiology/Ultrasound, Anesthesia, Office & Hospital Procedure. Specifically, the recent class of 2002's average overall score was 633 as compared to the national average of 517. The most recent testing statistics from the Professional Examination Service reveal that approximately 18% of candidates failed to pass the National Veterinary Technician Exam (VTNE). From this data, we feel certain that our graduates are well prepared for this assessment which serves as an excellent tool to measure the learning experiences and academic challenges that our students gain as a student in the Veterinary Technology Program at Tulsa Community College.	12	11	National and State board exam scores will be reviewed yearly to assess the areas of difficulty amongst the seven major domains. Classes covering a domain where scores are below average will be re-examined and appropriate changes made to cover material for students taking the classes in the future. Thus, focus of the TCC Vet. Tech. program will remain in perspective with what nationally the veterinarian and veterinary technician society demands graduates have competent knowledge in.	TCC Vet. Tech. program plans to have students better utilize math tutor services and writing tutor services being provided on campus. Aiding students in being more competent in basic skills that are necessary to excel in the Veterinary Technician field when working with drugs, legally maintaining records, and educating clients.