

# **Discipline Goal / Program Competency Assessment**

*Feedback Report*  
**Spring 2006**

Prepared by

***Tulsa Community College***  
*Office of Institutional Research and Assessment*

## Executive Summary

- A total of 177 faculty members contributed 183 records to the course-embedded assessment of discipline goals and/or program competencies. The number of contributors represents 15.6% participation by full and part-time faculty (25.4% of full-time and 12.3% of adjunct).
- The records submitted reflect that a total of 3,526 students were assessed. Of those students, 83.0% successfully demonstrated the goal or competency assessed.
- Of the 183 assessment records submitted, 27.9% indicated specific changes to pedagogy in an effort to improve the potential for student learning. Additionally, 72.1% indicated that no changes were necessary based on assessment results.
- Requests for institutional intervention are prioritized as follows:
  1. Professional Development: 28.2%
    - External: 16.9%
    - TCC Programs: 11.3%
  2. Computer Technology / Software: 18.3%
  3. Instructional Equipment: 8.5%
  4. Academic Support Labs: 7.0%
  5. LRC / Library Resources & Services: 5.6%
  6. Other: 5.6%
  7. Class Size: 5.6%
  8. Prerequisites / Curriculum: 4.2%
  9. Media Resources: 4.2%
  10. Guest Speakers / Field Trips: 4.2%
  11. Student Advisement / Placement: 4.2%
  12. Testing Center Support: 2.8%
  13. Changes in Procedures: 1.4%

## Spring 2006 Assessment Quantitative Results

### Students Assessed and Successful by Campus.

<b>Campus</b>	<b># Assessed</b>	<b># Successful</b>	<b>% Successful</b>
Metro	943	743	78.8%
	<b>Division</b>	<b># Assessed</b>	<b># Successful</b>
	ALLH	103	103
	BUSN	112	101
	COMM	53	45
	LIBA	633	467
	SCMA	42	27
Northeast	341	297	87.1%
	<b>Division</b>	<b># Assessed</b>	<b># Successful</b>
	BUSN	47	39
	LIBA	217	184
	SCMA	77	74
Southeast	1245	1058	85.0%
	<b>Division</b>	<b># Assessed</b>	<b># Successful</b>
	BUSN	196	160
	COMM	590	501
	LIBA	55	50
	PACE	17	17
	SCMA	387	330
West	997	829	83.1%
	<b>Division</b>	<b># Assessed</b>	<b># Successful</b>
	BUSN	217	207
	LIBA	443	373
	SCMA	337	249
<b>Totals:</b>	<b>3526</b>	<b>2927</b>	<b>83.0%</b>

## Spring 2006 Assessment Quantitative Results

### Students Assessed and Successful by Discipline/Program.

<b>Discipline/Program (# of Submissions)</b>	<b># Assessed</b>	<b># Successful</b>	<b>% Successful</b>
Accounting Assistant (2)	35	33	94.3%
Accounting Associate (4)	150	131	87.3%
Art (5)	41	38	92.7%
Biology (15)	433	371	85.7%
Business (3)	46	41	89.1%
Chemistry (8)	159	122	76.7%
Child Development (2)	30	23	76.7%
Computer Information Systems (14)	257	233	90.7%
Dental Hygiene (2)	25	25	100.0%
Developmental Studies in Communication (8)	99	77	77.8%
Economics (2)	51	40	78.4%
Electronics Technology (1)	7	7	100.0%
Engineering (2)	30	27	90.0%
English (36)	680	569	83.7%
Fire and Emergency Services Technology (1)	40	36	90.0%
Geography (2)	31	30	96.8%
History (11)	175	151	86.3%
Human Resources (1)	10	7	70.0%
Humanities (9)	121	98	81.0%
Interior Design (1)	12	12	100.0%
International Languages (5)	32	30	93.8%
Interpreter Education (2)	18	17	94.4%
Journalism and Mass Communications (1)	6	5	83.3%
Law Enforcement (1)	17	11	64.7%
Management (1)	7	7	100.0%
Mathematics (8)	156	95	60.9%
Medical Laboratory/Phlebotomy Technology (2)	12	12	100.0%
Music (2)	17	17	100.0%
Physical Education (1)	10	10	100.0%
Physical Therapist Assistant (1)	32	32	100.0%

<b>Discipline/Program (# of Submissions)</b>	<b># Assessed</b>	<b># Successful</b>	<b>% Successful</b>
Physics / Physical Science (1)	16	16	100.0%
Political Science (7)	314	278	88.5%
Psychology (11)	288	173	60.1%
Radiography (1)	34	34	100.0%
Religious Studies (1)	7	7	100.0%
Sociology (1)	17	8	47.1%
Speech (5)	75	69	92.0%
Transportation Management (1)	4	3	75.0%
Veterinary Technology (2)	32	32	100.0%
<b>Totals:</b>	<b>3526</b>	<b>2927</b>	<b>83.0%</b>

## Spring 2006 Accounting Assistant Assessment Report

<b>Discipline/ Program</b>	<b>Goal/ Competency</b>	<b>Assessment Activity</b>	<b>Performance Criteria</b>	<b>Number Assessed</b>	<b>Number Successful</b>	<b>Instructor Action</b>	<b>Institutional Action</b>	<b>Designated Needs</b>
Accounting Assistant	Assist in the closing of the books at the end of the accounting period (prepare adjusting and closing entries, formal statements, etc).	Two comprehensive problems are given for the student to complete. One problem requires the student to complete a company worksheet and journalize the adjusting entries. The second problem requires the student to prepare the financial statements (Income Statement, Statement of Owner's Equity and Balance Sheet) and journalize the closing entries properly.	Students are provided excel spreadsheets to complete the problems. Each student turns in their problem to the instructor. It is then graded and the corrected version, with comments, returned to them.	25	25	No Change	The current textbook is, in my opinion, very well written and has great examples. I look forward to using the newest version when it is released.	(1.) None: (2.) None: (3.) None:
Accounting Assistant	Compute the depreciation of plant and equipment using various methods of estimation, record exchange and sale of these assets.	Depreciation problem on exam 3.	Calculate depreciation under three different methods.	10	8	No Change	Have more on hand practice in class	(1.) None: (2.) None: (3.) None:

## Spring 2006 Accounting Associate Assessment Report

<b>Discipline/ Program</b>	<b>Goal/ Competency</b>	<b>Assessment Activity</b>	<b>Performance Criteria</b>	<b>Number Assessed</b>	<b>Number Successful</b>	<b>Instructor Action</b>	<b>Institutional Action</b>	<b>Designated Needs</b>
Accounting Associate	Develop a full understanding of the nature of basic financial statements and management reports, as well as, limitations that are involved in their preparation.	Given a recent annual report for Wal Mart, students evaluated the financial statements such as the balance sheet, income statement, and statement of cash flows, as well as general information, footnote disclosure and other narratives, and performed ratio analysis on key items to make an overall evaluation of the company. Students were organized into groups of four (4) to work on the project. This way each student in a group can concentrate on specific items in the report, such as the president's message to shareholders, auditor's opinion letter, annual highlights for the year, and SWOT analysis, as well as significant asset and liability categories,	I evaluated each project report according to the following criteria:  (1) 20 points - Assessment of the Balance Sheet for the current and previous periods, such as identification of significant categories, ratio analysis, and comparisons between periods.  (2) 20 points - Assessment of the Income Statement for the current and previous periods, such as identification of significant categories, ratio analysis, and comparisons between periods.  (3) 20 points - Assessment of the Statement of Cash Flows for the current and previous periods, such as identification of significant source and uses of cash categories, ratio	23	23	Based on the assessment results, I reviewed each project report and tried to determine each individual student's effort in relation to the overall group effort since I gave each students within the group the same grade. This is sometimes difficult to determine, so I surveyed each student within each group to determine that each student had made a significant contribution to the overall group effort.	The Counseling and Testing Department of TCC - West Campus maintains a list of qualified tutors in various subjects, including accounting courses. A student can request this information and pursue additional instruction with a tutor. No students from this spring semester class have pursued this course of action at this time.	(1.) None: (2.) None: (3.) None:

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		significant income statement categories, and note disclosure for items such as contingent liabilities. This was done primarily due to time constraints in the course (this was a 3 weekend course administered through The Weekend College). Results were formulated into a group project report and turned in at the end of the course.	analysis, and comparisons between periods.  (4) 10 points - A SWOT analysis involving the identification and analysis of company strengths, weaknesses, opportunities, and threats. AN overall evaluation was also provided. (5) 10 points - Identification of significant accounting policies and methods, such as depreciation and inventory methods and descriptions of each. Assessment of completeness of disclosure of information, and if applicable, description of any changes of accounting principles and/or estimates. (6) 10 points - Analysis of contingencies and commitments, such as liabilities involving lawsuits and estimated assessments. (7) 10 points - Overall evaluation and summary report, and recommendation					



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Accounting Associate	Identify and work with basic accounting concepts, principles, and systems of internal control and ethics.	On a closed-book, proctored exam problem, students had to prepare - in correct format - general journal entries for the manufacturing accounting of a factory. The "journalizing" work uses all the important analytical aspects of Financial Accounting but also incorporates the new material, concerning manufacturing accounting, students are just then learning in their Managerial Accounting class.	<p>as to whether to invest in the company, both on a short term and long term basis. This included an assessment of culture, attitude toward ethics, etc.</p> <p>Success was determined to have scored at least 80 percent of the maximum possible 100 points on this activity.</p> <p>Students who scored 75% or higher on the 10 general entry problem, were assessed as having achieved the goal of learning general journal entries for manufacturing accounting.</p>	12	11	No Change	<p>Many students have Financial Accounting courses that do not teach the "journalizing" or at least do not incorporate very much journalizing practice.</p> <p>Currently, I provide lots of additional practice on journalizing - in case I have to teach that process to my new Managerial Accounting students.</p> <p>The institution could show its support for the Accounting program by providing Accounting tutors (the norm at</p>	<p>(1.) None: (2.) None: (3.) None:</p>

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
Accounting Associate	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-balance methods. 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	Students were tested on the information described 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	90	77	No Change	other community colleges and universities). Many students are too self-conscious to ask for this help of their "second" accounting instructor, or have schedules that don't allow them to meet with instructors for tutoring easily.  None Required: This subject does not require any additional resources or professional development activities.	(1.) None: (2.) None: (3.) None:

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		<p>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.</p> <p>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.</p>	<p>student to have achieved competency in the area if his/her grade were 75% or better on the quizzes and exams over this material.</p>					
Accounting Associate	Prepare financial statements from incomplete records and correct errors made previously in recording transactions and evaluating accounts.	Prepare a Statement of Cash flows	Format, accuracy, and understandability	25	20	No Change	Continue with pretests of each chapter.	(1.) None: (2.) None: (3.) None:

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## Spring 2006 Art Assessment Report

<b>Discipline/ Program</b>	<b>Goal/ Competency</b>	<b>Assessment Activity</b>	<b>Performance Criteria</b>	<b>Number Assessed</b>	<b>Number Successful</b>	<b>Instructor Action</b>	<b>Institutional Action</b>	<b>Designated Needs</b>
Art	Exhibit critical thinking.	students must reproduce a 3 dimensional still life set up onto a 2 dimensional canvas. They must be able to assess value changes and reproduce color by color mixing.	Believable.... I did a visual assesement of their product. they were graded on their ability to produce a believable form in paint.	9	9	No Change	There may be opportunities for this teacher to learn new techniques from other professional artists in the near future. It would be great if TCC would provide funding for this.	(1.) None: (2.) None: (3.) None:
Art	Ability to work with the tools and techniques.	Objectives <ul style="list-style-type: none"> <li>• To learn how to pan with a camera to suggest the experience of motion.</li> <li>• To learn how to freeze a moving object in motion.</li> </ul> Assignment Produce one high quality black & white print where motion is paramount. Humans must be the subject of your photos. You can either choose to use a long shutter speed and pan (short for "panoramic") the camera, or use a very short shutter speed to freeze action: 1. If you wish to pan the	Your grade will be based on your success in conveying motion, processing and printing technique, composition, and presentation. In either technique, the subject of the photograph must be in sharp focus.	9	9	No Change	Maintain support for art curriculum and technology related courses.	(1.) None: (2.) None: (3.) None:

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
		<p>camera, use a long shutter speed (1/15 of a second to 1 second) and move the camera in synch with your subject. This will capture the feeling of a body in motion.</p> <p>2. If you wish to freeze action, use a short shutter speed (1/500 or 1/1000 of a second) to freeze the motion of a body in space. When using long shutter speeds to suggest movement, it is best to try to have the subject in sharp focus as much as possible. Move the camera with the subject as you shoot. Pre-focusing the lens will be beneficial. Or, place the camera on a tripod and have your subject stand still while objects in the background are in motion. If you have a zoom lens, you might try zooming the lens halfway through the exposure for interesting results. While this is not a use of the panning technique,</p>						

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		<p>interesting results can be achieved with it.</p> <p>Use a short shutter speed, 1/500 or 1/1000 second, to freeze motion of a body in midair. Your subject could be a basketball player leaping in the air, or a child jumping on a trampoline, etc. A shallow depth of field is necessary! Avoid distracting objects in the background.</p> <p>Composition</p> <ul style="list-style-type: none"> <li>• Be mindful of what is in the background. The background should not distract the viewer, but enhance the subject. Avoid placing your subject in the center of the image. Use the "rule of thirds."</li> <li>• Explore different angles; shoot from above or below.</li> <li>• Check your depth of field. A shallow depth of field is most effective for freezing action.</li> <li>• Be certain you have a strong center of interest</li> </ul>						

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Art	Exhibit critical thinking.	Using a randomly selected piece of art work each student is to evaluate the visual using the appropriate artistic language and guideline. The student is to make a direct correlation to the piece of work for each element selected as pertinent.	The student must utilize the Principles and Elements of Design when evaluating the specific piece of artwork. This means being able to decide which principles and elements are applicable to their specific visual. The student must then reference each element in direct correlation to specific parts of the art work. Each student must also be able to identify their assigned piece of art work, the artist, the medium used and the place of holding. This is accompanied by a brief biographical profile of the artist consisting of the artists full name, birth date, country of origin and date of death if applicable to the artist in question.	4	4	No Change	There is a continued need for pertinent and excellent visual material to share with the Liberal Art Classes. This includes continual upgrading of the technological apparatus with which the visuals are shown. Without clear and sharp displays, the student-teacher-classroom experience in Art, as well as Humanities, is greatly impaired. It is also imperative that instructors are given ample opportunity to upgrade their skills in the necessary areas of technology.	(1.) Computer Technology / Software: (2.) Guest Speakers / Field Trips: (3.) None:
Art	Exhibit critical thinking.	Students will compare two works of art in essay format	Students must utilize concepts of art theory as studied in class and apply them to art we have	11	10	Students will start visiting museums earlier in the semester.	Allow certain classes to include a description for a specific section. The students wanted to spend	(1.) None: (2.) None: (3.) None:

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			not discussed as a class.				additional time with me in museums. This was not possible for several students who had a class before or after mine. The students thought they would select a schedule to accommodate such a class requiring travel time.	
Art	Demonstrate computer proficiency as it pertains to subject	The project was to design a magazine cover & spread utilizing all 5 steps of the design process. This project required extensive use of computer hardware and software to successfully complete the assignment. 3 of the 5 steps within the design process required the computer. These three were research, computer-based comprehensives, and preflight.	Within the design process, the students were asked to gather research via the web that pertained directly to the genre of the magazine chosen to design. From the gathered research, the second requirement was to make then take thumbnail concepts to the computer and begin working up their designs using a digital scanner, Illustrator, Photoshop, and InDesign. These computer generated comprehensives were then reviewed at mid-critique (half way point of project) and given specific instructions on further execution	8	6	During the course of the project, I gave pertinent lectures on how to effectively utilize Photoshop, Illustrator, and Indesign to successfully complete assignments. Many of the students had never used any of the required programs and were not that familiar with Mac OS X. By the end of the semester 6 out of 8 students succeeded in using the Mac and all required software for graphic design projects. The computer will continue to be used for research, comps, and finalization of assignments.	As a prerequisite to the course, it would be nice to have the students complete a basic photoshop and illustrator class so that more time can be spent refining their designs utilizing advanced techniques within the software rather than them just getting introduced to the programs basics and having to learn all of the non-computer design basics simultaneously. Having these programs as a prerequisite, will help the students advance their design skills that will allow for more finished concepts for their portfolios--which will also make them more	(1.) None: (2.) None: (3.) None:



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			<p>using computer software/hardware tools. At the final critique, students were asked to collect and preflight all of their Photoshop and Illustrator files using Indesign. In the end, successful students were able to provide research that directly applied and was used in the final design treatment, were able to convert their hand-drawn sketches to computer based comps then turn those rough computer comps into perfected final designs, and to turn in a CD with collected/preflighted digital files as part of grading. The students were given a set amount of points for each step completed.</p>				<p>competitive in the job market or for getting into 4 year design programs like that at OSU, OU, TU, NSU,...</p>	

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## Spring 2006 Biology Assessment Report

<b>Discipline/ Program</b>	<b>Goal/ Competency</b>	<b>Assessment Activity</b>	<b>Performance Criteria</b>	<b>Number Assessed</b>	<b>Number Successful</b>	<b>Instructor Action</b>	<b>Institutional Action</b>	<b>Designated Needs</b>
Biology	Students will demonstrate an understanding of the scientific process in the biological world as it is implemented by the Scientific Method. The student will further understand the need for continued biological research in a dynamic environment.	<p>Beginning Statistical Inquiries into the Scientific Method: Jelly-Side-Down Taken from <a href="http://www.accessexcellence.org/AE/AEC/AEF/1996/brekke_method.html">http://www.accessexcellence.org/AE/AEC/AEF/1996/brekke_method.html</a> By Gary Brekke</p> <p>Background information: This activity describes how scientists use the scientific method to answer questions about the world around them. Allows you to explore the scientific method in an open-ended fashion. As in "real science", there is no "right way" to solve the problem. Be ready for anything. You will need to be cooperative and open to the idea that not all ideas might work. But even an unworkable idea serves a purpose in science</p>	<p>Materials Needed: Several slices of plain white bread for each group as assigned by instructor. Jelly Spoon Measuring stick Newspaper</p> <p>Procedure It is a busy Monday morning. Your toast just popped out of the toaster. You are putting grape jelly on it. Then it happens. As you are picking up the toast up, it slides off the table and lands jelly side down on the floor! !%!#@#\$ Another typical Monday. Why does toast always seem to land jelly side down? Or does it land jelly side down? How could you find out?</p> <p>Posing: As scientists observe the natural world</p>	6	6	No Change	No additional action is needed at this time. Thank you!	(1.) None: (2.) None: (3.) None:

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
		<p>inquiry.</p> <p>Scientists are interested in explaining how the natural world works. They observe things in the world that they do not understand and they ask questions. Scientists design experiments to find answers to their questions. Scientists provide results of the experiments to other scientists by writing reports, called papers, which are put into science magazines, called journals. Other scientists, and the general public, read the papers and decide if the scientist's experimental work and conclusions were correctly interpreted. Over the years scientists have come up with a standard procedure, called the scientific method, for designing experiments.</p> <p>The Scientific Method is a set of scientific processes that</p>	<p>they see things that they do not understand. They pose questions about the observations they make. Posing questions is the first step of the scientific method. Write a question concerning the following observation:</p> <p>Observation: When toast slides off a table it always lands jelly side down.</p> <p>Question: _____ _____ _____ _____</p> <p>The question(s) posed above are reworded into what scientists call a hypothesis, which is a statement that is a possible answer to the question. From the hypothesis, a prediction can be formed. A prediction is based on the hypothesis, and states in advance the result that is expected to be obtained from testing the hypothesis. Predictions are usually written as</p>					

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		<p>scientists use to solve problems observed in the world around them. Each problem uses a different set of processes, or uses the processes in a different order, to solve the problem. It is the job of a scientist to assemble a plan using the processes to solve a problem. Scientists generally pose problems, predict answers to the problem, probe the problem by experiments and "persuade" (inform) others by writing papers describing the results of the experiment.</p> <p>"Beginning Statistical Inquiries into the Scientific Method" or "Jelly-Side-Down" is the first laboratory experience of the semester and reinforces textbook concepts of what the scientific method is and how it is used by scientists. In this activity, you describe what happens when a</p>	<p>an "if and then" statement. Write a hypothesis for the jellied toast observation. Change your hypothesis concerning the jellied toast into an if/then prediction.</p> <p>Hypothesis: _____ _____ _____</p> <p>Prediction: _____ _____ _____</p> <p>The third step of the scientific method is probing, which involves designing a controlled experiment to test the prediction concerning the hypothesis. Experiments may be simple or contain many parts and processes depending on the nature of the prediction to be analyzed.</p> <p>Controlled experiments are based on the comparison of a control group with an</p>					

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		<p>piece of jellied toast is dropped off a table. From these observations, you pose a question concerning which side of the jellied toast will land on the floor. A prediction is formulated that might answer the question. You then design experiments to probe the prediction. The experiments are completed, data collected and conclusions drawn. Finally, you report to the rest of the class the validity of your experimental conclusions.</p>	<p>experimental group. The control group and the experimental group are identical except for the one factor being tested for in the experiment. This factor is called the "independent variable". The independent variable is the factor in an experiment that the scientist changes or manipulates. The dependent variable is the factor that changes as a result of what the scientist does to the independent variable. Controlled experiments usually change only one variable at a time so the scientist knows what is being changed and what is being tested. Information, called data, is collected as the experiment is completed. After completing an experiment the scientist analyzes the data. Conclusions about the posed question are then drawn from the</p>					





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Biology	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.	review question submitted via safe assignment - prokaryotes and eukaryotes, which is most beneficial and more complex.	<p>way the experiment was designed or the results they can do the experiment themselves and write up their own paper, trying to persuade others that they are correct. In this way, scientists check on each other's work making sure that all results and conclusions are accurate.</p> <p>When called upon by the instructor, give your results and conclusions.</p> <p>Students are evaluated on answer content, biological terminology, grammar, and spelling.</p>	45	35	No Change	Students seemed to have a better understanding of basic cell structure.	(1.) None: (2.) None: (3.) None:
Biology	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.	Assessment is not limited to one activity, but a variety of lab experiences including dissection and study of bone structures.	Students are required to turn in (once per chapter) lab reviews that assess their understanding of the interrelatedness of body systems of the human to one another.	41	34	No Change	Many times I believe it would be beneficial for TCC to offer more professional development in our specific subject areas rather than in general education.	(1.) None: (2.) None: (3.) None:



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	evolution.		Success is measured by an overall grade earned. A successful grade would be one of 70% or higher.				Subject specific prof. development would better help some instructors keep up with changes in presenting material.	
Biology	Students will demonstrate knowledge of the diversity, complexity and inter-relatedness of life.	On-line quiz concerning the Animal Kingdom and ecology and how organisms and ecology inter-relate	This was a multiple choice quiz and it was expected by the instructor that at least 2/3 (67%) of the students taking the quiz would score a 70% or better on the quiz	18	14	No Change	None for this particular assessment	(1.) None: (2.) None: (3.) None:
Biology	Students will demonstrate knowledge of the diversity, complexity and inter-relatedness of life.	Each student determined the amount of calories (energy) needed to meet their Basal Metabolic rate (daily energy needs). Each student also proposed an exercise plan to insure the amount of energy taken in equaled the amount of energy expended. Students learned the Energy Balance Equation. The amount of calories or energy consumed should equal the amount of calories expended.	Students were given guidelines to produce a "one-day" nutritious diet plan that met their daily energy requirements. The plan was to include breakfast, lunch, dinner, snacks, beverages and one of the meals had to be a "healthy" fast food option. From this proposal, the students input data into the EvaluEat Analysis program and printed a nutrient breakdown. A personal profile was made on the EvaluEat program as well which told them the amount of	15	12	No Change	Nothing needed from TCC.	(1.) None: (2.) None: (3.) None:

<b>Discipline/ Program</b>	<b>Goal/ Competency</b>	<b>Assessment Activity</b>	<b>Performance Criteria</b>	<b>Number Assessed</b>	<b>Number Successful</b>	<b>Instructor Action</b>	<b>Institutional Action</b>	<b>Designated Needs</b>
Biology	Students will demonstrate an understanding of the scientific process in the biological world as it is implemented by the Scientific Method. The student will further understand the need for continued biological research in a dynamic environment.	Lab 3 How Fit Are Biology Students?	calories they needed daily. The students had to get within 100 calories of their energy needs and balance the needs with an exercise program of their choice.  Students worked in teams to choose a hypothesis, design and execute and experiment, tabulate and interpret data, and form conclusions concerning fitness levels in students.	45	45	No Change	this is a very effective exercise designed to teach the scientific process--no modifications necessary	(1.) Professional Development - TCC Programs: (2.) None: (3.) None:
Biology	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.	Using textbook: Biology, Campbell and Reece, 7th Edition and laboratory manual: Introduction to General Biology for Majors, Phillips, 4th Edition. Lectures covering Chp 6- A Tour of the Cell, Chapter 8 & 9- Introduction to Metabolism and Cellular Respiration, Chapter 13 - 21 Unit Three- Genetics.	Completed Laboratory exercises and exams.	15	11	No Change	No Change	(1.) None: (2.) None: (3.) None:

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
Biology	Students will demonstrate knowledge of the diversity, complexity and inter-relatedness of life.	<p>Laboratory exercises #5 - Eukaryotic cell structure and function, #8 - Cellular respiration, # 12 &amp; 13 - What is DNA? and DNA replication, What is the Genetic code?</p> <p>As homework, students were instructed to read the Organic Compounds chapter (3) in the Raven, Johnon, Losos, Singer textbook. Following, was a powerpoint presentation of this chapter. The students received an outline of the powerpoint and they took notes during lecture in order to fill in the missing information.</p> <p>The structure of the four major classes of biological compounds was discussed, along with a discussion that living organisms are composed of these four major classes of biological molecules. In addition, we discussed nutrition and how it relates to this</p>	<p>The formal report regarding the identification of organic compounds and the fast food nutritional survey were worth 25 points. Students were considered successful if they received 17.5 out of the 25 points available (70%).</p>	47	35	<p>Although 74.5% of the students were successful, I would like to try and increase this percentage. Students had the most trouble with writing the formal report. In the future, I will try to more thoroughly discuss the proper method for submitting a formal report. Hopefully, this will improve the percentage of students that are successful.</p>	TCC provides adequate resources for teaching this goal.	<p>(1.) None: (2.) None: (3.) None:</p>

<b>Discipline/ Program</b>	<b>Goal/ Competency</b>	<b>Assessment Activity</b>	<b>Performance Criteria</b>	<b>Number Assessed</b>	<b>Number Successful</b>	<b>Instructor Action</b>	<b>Institutional Action</b>	<b>Designated Needs</b>
		chapter on organic molecules.  Following lecture, the students were involved in a laboratory that helped them learn to how to distinguish between the four classes of biological molecules using biochemical tests (tests that could be used to identify these compounds in foods, etc.). The students then prepared a formal report about one of these biochemical tests. In addition, the students were asked to evaluate the caloric and organic content of their favorite fast food meal.						
Biology	Students will demonstrate an understanding of the scientific process in the biological world as it is implemented by the Scientific Method. The student will further understand the need for continued biological	Students performed an inquiry- based laboratory to determine "How Fit Are Biology Students." Students followed the scientific process guidelines to demonstrate ability to generate and test hypotheses.	Students wrote a laboratory report of his/her findings. The report evaluated student's understanding of the scientific process. Elements in the report included: a testable hypothesis, organized results obtained in a sequential and	27	25	No Change	TCC funding support is lagging behind the need and number of students we serve. I have had to increase the number of students working in a group due to shortage of funds.	(1.) Other: Funds for supplies and equipment (2.) None: (3.) None:

<b>Discipline/ Program</b>	<b>Goal/ Competency</b>	<b>Assessment Activity</b>	<b>Performance Criteria</b>	<b>Number Assessed</b>	<b>Number Successful</b>	<b>Instructor Action</b>	<b>Institutional Action</b>	<b>Designated Needs</b>
Biology	research in a dynamic environment.  Students will demonstrate an understanding of the scientific process in the biological world as it is implemented by the Scientific Method. The student will further understand the need for continued biological research in a dynamic environment.	Students performed an inquiry-based laboratory. Students developed a laboratory investigation to demonstrate his/her understanding of diffusion and osmosis. Students generated a series of hypotheses to test. They set up the experimental design, gathered and graphed data, reported outcome of results and analyzed and interpreted the results in light of the hypotheses tested in a formal laboratory report.	logical manner, illustrated results on a well labeled graph. The discussion analyzed and interpreted results in light of the findings and hypothesis generated.  The laboratory report was graded on each component of the scientific process.	28	27	No Change	Additional laboratory sections without additional increase in funding have prevented us from acquiring all the materials, supplies and equipment we need. Students are performing the laboratory exercises in larger groups. This is not an ideal situation in a laboratory course.	(1.) None: (2.) None: (3.) None:
Biology	Students will demonstrate an understanding of the scientific process in the biological world as it is implemented by the Scientific	Students where shown a experiment where an aquatic plant(spyrogria) was subjected to various colors of the light, to see which color was	The students should have named the different colors of light as the independant variable and the # of bacteria in the differnt	41	30	1. Spend more time going over additional experiments and iding the variables. 2. Have the students design their own	Continue to have teachers share their ideas with each other, sharing sites they find and resources they use.	(1.) None: (2.) None: (3.) None:

<b>Discipline/ Program</b>	<b>Goal/ Competency</b>	<b>Assessment Activity</b>	<b>Performance Criteria</b>	<b>Number Assessed</b>	<b>Number Successful</b>	<b>Instructor Action</b>	<b>Institutional Action</b>	<b>Designated Needs</b>
	Method. The student will further understand the need for continued biological research in a dynamic environment.	utilized the most in photosynthehsis. Areobic bacteria were used to detect the presence of oxygen, they would congregate in the color of light that produced the most oxygen. The students were to identify the independant and dependant variables.	colors of light as the dependant variable.			experiment and identify the variables.		
Biology	Students in our laboratory classes will demonstrate proficiency in measurement and in using various techniques and equipment (including their strengths and weaknesses) as they apply to solving problems in the biological sciences.	Identification of unknown microorganism	Students must be able to apply standard microbiology techniques such as microscopic observation, staining, growth characteristics on media, and biochemical tests to identify an unknown microorganism. They must be able to construct a dichotomous key and interpret a chart in Bergey's Manual to help direct them toward a correct identification. The tests and processes used to identify are as important as the final correct identification of the organism.	40	38	No Change	No additional resources are need for the assessment.	(1.) None: (2.) None: (3.) None:
Biology	Students will demonstrate an	On a test the students were	They were to list the steps; define	13	9	No Change	I think the problem was with	(1.) None: (2.) None:

<b>Discipline/ Program</b>	<b>Goal/ Competency</b>	<b>Assessment Activity</b>	<b>Performance Criteria</b>	<b>Number Assessed</b>	<b>Number Successful</b>	<b>Instructor Action</b>	<b>Institutional Action</b>	<b>Designated Needs</b>
	understanding of the scientific process in the biological world as it is implemented by the Scientific Method. The student will further understand the need for continued biological research in a dynamic environment.	instructed to use the steps of the scientific method and explain how Dr. Goldberger was able to show that the disease, pellagra, was a nutritional problem, not a contagious disease.	an problem, research the problem, make a hypothesis, design a test for the hypothesis, explain the test in detail, draw conclusions, and publish the results. Then they had to tell what further problems Dr. Goldberger ran into with the other doctors and scientists and what he did about it.				attendance and the fact that some of the students did not keep up with Blackboard (announcements, chapter outlines, and course documents). I found that the younger students, on a whole, did not do as well as the older students. I gave the students links to Dr. Goldberger and even printed off one of the links and gave each student that was in attendance a copy.	(3.) None:
Biology	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.	Students participated in a lab activity that demonstrated principles of genetics. Students were given background information on how to set up and use a punnett square. The punnett square is a method that aids the student in predicting possible offspring ratios after performing a parental cross. The students were asked to pair up with a partner and set up a punnett	The students were assessed the next lab period in the form of a quiz. They had to understand the difference between genotypic and phenotypic ratios that they learned the week before. Based on the information given the students had to successfully complete a punnett square and state the genotypic and phenotypic ratios. The quiz was worth 10 points. The students were also tested on	18	18	That depends on the requested changes.	I would be glad to hear any further information on the subject.	(1.) None: (2.) None: (3.) None:

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
Biology	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.	square based on their own alleles for different characteristics (ex: widows peak, hitch hikers thumb, curly hair). The students also completed punnette squares given information on incomplete dominance, sex linked inheritance and blood type.  Disease Report: Select a bacterial, protozoan, fungal, viral or prion disease. Review the information on Plagiarism on Blackboard and Handouts before you begin writing. You should have five (or more) references, cited in standard form, for your bibliography. You must submit your report to SafeAssignment on Blackboard and receive a plagiarism score of 25% or less. Directions for submitting your paper will be posted on Blackboard.  You will have the opportunity to present a short	this concept on the mid term test.  1. The student must demonstrate an understanding of the basic life processes as they relate to the disease process, including, but not limited to, microbial growth and culturing techniques, genetics and immunology.  2. The student must be able to analyze the information they obtain on their disease and, in their own words, assess their disease's potential for harm to the patient, healthcare works, the environment and society in general.	34	32	I have found that many students find it hard to accumulate data on a topic, process it and present it their own words; in other words, recognize and avoid plagiarism. I would like to have more examples of appropriate and inappropriate use of references.	I think it might be useful if TCC had a "How to Recognize Plagiarism" site on the TCC web, similar to but maybe a little less involved than the Indiana University site <a href="http://www.indiana.edu/~istd/overview.html">http://www.indiana.edu/~istd/overview.html</a>	(1.) Other: Could a "How to Recognize Plagiarism" web site be linked to the writing lab (2.) None: (3.) None:



Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
		<p>summary of your research report topic for 10 points extra credit when we cover diseases in lecture. Following the discussion of your disease, you will present four objective questions to the class and post your questions on our Blackboard Discussion Boards. Exam questions will be selected from student presentation questions.</p>						

## Spring 2006 Business Assessment Report

<b>Discipline/ Program</b>	<b>Goal/ Competency</b>	<b>Assessment Activity</b>	<b>Performance Criteria</b>	<b>Number Assessed</b>	<b>Number Successful</b>	<b>Instructor Action</b>	<b>Institutional Action</b>	<b>Designated Needs</b>
Business	Develop and improve keyboarding speed and accuracy.	Frequent three-minute timed writings were administered.	Successful completion of at least 17 net words per minute on three three-minute timed writings.	16	16	No Change	None.	(1.) None: (2.) None: (3.) None:
Business	Demonstrate an ability to communicate effectively through written communication methods.	Weekly Discussions over various topics	First posting by Tuesday of the week. Minimum number of postings required. Quality of postings: Information that is full of thought, insight, and analysis; Connections to previous or current content or to real-life situations; Contains rich and fully developed new ideas, connections, or applications; Spelling, grammar, and punctuation correct	21	19	Add one more communication on my part that reminds that students what is expected. I already send out the grading rubric in three locations inside Blackboard, but I will add an e-mail to the students directing them to the grading rubric and expectations of the discussion boards.	Students appear to be unprepared or underprepared for the rigors of online classes. Research into this area may prove to be beneficial. In addition, instructor support to attend professional development in the area of online learning would be beneficial.	(1.) Professional Development - External: Workshops are everywhere and we should be attending (2.) None: (3.) None:
Business	Know techniques to develop business plans and forecasts.	As a group project, students created and presented a business plan on a business of their choosing.	Students were graded on the viability of the business, creativity and the overall quality of the plan and the presentation. The instructor played the role of a bank officer	9	6	No Change	It is recommended that TCC endeavor to develop student's skills in writing comprehensive and coherent plans that will be well received in a business	(1.) None: (2.) None: (3.) None:

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			deciding whether or not to fund the group projects.				environment. Students need to learn the realities and demands of the business community.	

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## Spring 2006 Chemistry Assessment Report

<b>Discipline/ Program</b>	<b>Goal/ Competency</b>	<b>Assessment Activity</b>	<b>Performance Criteria</b>	<b>Number Assessed</b>	<b>Number Successful</b>	<b>Instructor Action</b>	<b>Institutional Action</b>	<b>Designated Needs</b>
Chemistry	Demonstrate mastery of the unique language of chemistry	Goal 1: determine if students could correctly identify the names of organic compounds; Goal 2: determine if students could correctly ascertain properties of organic compounds based on acid dissociation constants or other factors affecting stability. Goal 4: determine if students could correctly determine the identity of unknown compounds based on Infrared spectral data they had collected in lab.	Goal 1: Six (6) multiple choice questions of name (based on IUPAC nomenclature) of structures presented. The % of those taking the exam who chose the correct answer were reported. Goal 2: Three (3) multiple choice questions pertaining to acid dissociation constants of compounds and other factors affecting stability. The % of those taking the exam who chose the correct answer were reported. Goal 4: In a laboratory exercise, students were given four unknown compounds and asked to take an infrared spectra of each and identify the compounds (from a list of 24 choices). Their results were turned in as a written lab	22	14	No Change	Tulsa Community College should continue to provide quality instruction in organic chemistry. Additional laboratory equipment such as a Nuclear Magnetic Resonance spectrometer would be very beneficial.	(1.) None: (2.) None: (3.) None:

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
Chemistry	TCC chemistry graduates will be able to demonstrate ability to apply logical and mathematical strategies to solve chemical problems	1) Gave American Chemical Society Standardized exam (First Semester General Chem Form 2005) to students. 2) Analyzed the results by student for 18 questions on the exam that represented a range of chemistry problems involving calculations as well as conceptual understanding. There were a total of 70 questions on the test. 3) Looked at several possible benchmarks in determining success ( 70%, 67%, and 56% of the 18 problems answered correctly.)	report. The class average % of the possible points for that lab report assignment were reported.  Of 16 students completing the exam on 5/1/06, only 1 met the benchmark 70% or better (13 of the 18 problems correct.) Three students scored 12 or 13 out of 18 correct (67% or better.) Six students scored 10 or more problems out of 18 correct (56% or better.)  This exam represents a very rigorous criterion for determining the success rate of our students in being able to problem-solve; the exam covers all possible topics for Gen Chem I, it is high stakes because it is given as a comprehensive final exam for the course, and it is time limited to 2 hours. Six questions on the exam dealt with topics we had not had time to cover- those 6 questions were not among the 18 tabulated for	16	6	No Change	The College should continue to support the efforts of instructors to be innovative in developing students' ability to problem-solve.  Many students are still able to enroll in Chem I without good algebra skills. They may have taken and "passed" College Algebra with a C or a D but they are unable to rearrange simple equations to solve for a particular variable. There is no pre-requisite to have taken an introductory chemistry course in high school or Principles of Chemistry, but the ability of students to learn the material at the level expected for General Chemistry would be greatly enhanced by having such a pre-requisite in	(1.) Testing Center Support: (2.) Academic Support Labs: (3.) Prerequisites / Curriculum:

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
			<p>this assessment. As the instructor, I took the exam for the first time while the students were taking it, and it took me nearly the full two hours to complete the exam myself, so it is not very surprising to me that a number of students did not complete the entire exam.</p> <p>Online algorithmic homework (Eduspace) was used over the course of the semester for problem-solving and approximately 11% of the semester grade was based on this homework; approximately 2/3 of the problems required calculations of some sort. Of 17 students assessed for homework grades, 8 received 100% or more of the homework points (including bonus points for doing additional problems beyond those required.) Of the 17 students assessed, 12</p>				<p>place.</p> <p>More class-time could be spent on interactive work with less time lost to exams and quizzes if comprehensive testing centers were available on every campus. Continue to increase the availability of well-trained tutors; allow professional development time during the work-day for cross-training math tutors to also be able to help students with chemistry problems.</p>	

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
			<p>achieved more than 75% of the available points for homework problems and bonus problems. Students can do problem-solving if they are motivated to do so but under pressure, they seem to forget much of what they have been able to do over the semester.</p> <p>A better assessment of the overall ability of students to do problem-solving would probably fall somewhere between the rigor of the ACS exam, and the compilation of homework data.</p> <p>Problem-solving will continue to be a focus of this course. I believe the immediate feedback that students get when they use the online Eduspace system for homework helps them to progress in their problem-solving abilities. There is still much room for improvement.</p>					
Chemistry	Demonstrate mastery of the unique language of chemistry	Approximately 20% of the points on every exam are based	For each student in the class, the average number of correct	16	12	No Change	None required.	(1.) None: (2.) None: (3.) None:

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		on definitions of vocabulary words.	vocabulary words for the first two exams of the semester was calculated. The benchmark of 80% correct (an average of 16 out of 20) was chosen. For this assessment, 12 of the students got an average of more than 16 of the vocabulary words correct.					
			This is a lower-order type of learning; in general most students have little problem with this type of question.					
Chemistry	Demonstrate ability to use modern technological methods of data acquisition and analysis	Students in Chem I perform 4 labs using Vernier equipment each semester for data acquisition and analysis.	Assessment based on lab report grade for endothermic-exothermic @ 20 or more out of 25 : 15 students assessed; 15 successful	15	15	No Change	Sufficient notebook computers to allow students to work in pairs would improve the amount of hands-on times each student experiences. Notebooks are preferred to desktop computers because there is limited space by each computer for setting up the equipment and this leads to crowding in the labs.	(1.) Computer Technology / Software: (2.) None: (3.) None:
			Students need more opportunities for hands-on. We have added enough computers for students to work in groups of 3, but working in pairs would increase the hands-on exposure.					
Chemistry	Demonstrate ability to use	Most of the laboratory	The student successfully	24	20	I need to provide more training in	CHE 1315 students are not	(1.) None: (2.) None:



<b>Discipline/ Program</b>	<b>Goal/ Competency</b>	<b>Assessment Activity</b>	<b>Performance Criteria</b>	<b>Number Assessed</b>	<b>Number Successful</b>	<b>Instructor Action</b>	<b>Institutional Action</b>	<b>Designated Needs</b>
	modern technological methods of data acquisition and analysis	experiments in CHE 1415 use a Vernier data acquisition and analysis system. A module collects analog data from probes and converts it to digital data as output to a PC. Software allows the student to analyze the data.	achieved this goal if they reported a molecular weight that was +/- 10% of the known value.			the use of the Vernier system. I had been relying on "training by using". I will now devote 1/2 hour of recitation time to "hands on" demonstrations.	exposed to computer aided experiments. If the faculty decides that this exposure is desirable, then the adjuncts will need to be trained.	(3.) None:
		In one experiment, students measured the freezing point depression of related solutions. Processing the data allow the student to determine the molecular weight of an unknown compound.						
Chemistry	TCC chemistry graduates will be able to demonstrate ability to apply logical and mathematical strategies to solve chemical problems	I created a homework assignment with questions that required students to apply multiple chemistry and math concepts in order to complete the problem set.	I graded the assignment to see which problems student were not able to solve and examined each problem to see how the student approached the problems.	9	5	In the future I think I will start at the very beginning of the semester by giving students integrative and critical thinking questions both for assignments and in class work. I will place more emphasis on the types of problems that will make students stop and think about what they know and how to apply that knowledge to each situation. I also think I will	I think the biggest problem for students coming into chemistry is that they expect to be able to memorize everything without having to understand it or apply it. For myself, I could use some help coming up with ideas and in-class activities that would help to teach my students any critical thinking skills they need for chemistry.	(1.) Academic Support Labs: (2.) None: (3.) None:

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
Chemistry	Demonstrate ability to use modern technological methods of data acquisition and analysis	Operation of Spectrometer for linear calibration plot	Obtain a linear calibration plot	42	37	No Change	No Change	(1.) None: (2.) None: (3.) None:
Chemistry	Demonstrate ability to use modern technological methods of data acquisition and analysis	Students were given instructions for accessing an interactive website that allows them to perform virtual labs on gas laws. This virtual lab has a pressure chamber, a cylinder filled with an ideal gas with a movable piston that students can control to do the experiments. Conditions for the experiment, such as amount of gas, temperature, pressure and volume can be manipulated such that two of the variables can be kept constant and the other two varied. A plotting tool is incorporated in	In a lab report students were asked the following types of questions with reference to their data in each experiment. Two points were awarded for correctly and completely answering each question.  1) Choose from 3 types of graph shown (linear, parabolic, hyperbolic) which one closely resembles the data obtained. 2) From the shape of the graph, describe the relationship between the two variables graphed. 3) Identify the gas law described by the	15	13	Because it is difficult to grade lab reports on-line, which requires typing in the corrections, I do not return graded lab reports to my students. Instead, I provide answer keys. One of the students submitted a lab report that was identical to a previous answer key. When I confronted her, she denied having obtained it from anyone who has taken the course. I gave her a zero for the lab and told her that it is highly unlikely that we would use exactly the same words in the explanations.	TCC administration can help prevent academic integrity violations by providing enhanced security measures through our Blackboard servers.	(1.) Computer Technology / Software: preventing students from opening other windows while taking a test. (2.) None: (3.) None:

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		the program and displays the points generated on a graph as the independent variable is changed. The students performed two experiments under prescribed conditions and were asked to answer questions designed to evaluate their analysis and interpretation of their graphs as well as their ability to identify the specific gas law described by the graph.	behavior observed in #2) 4) Predict the magnitude of the other variable given the value of the first variable, showing the calculation using the equation describing the appropriate gas law. 5) Apply the specific gas law to explain a biological function (i.e breathing) or a common precautionary measure for storage or disposal of aerosol cans packed with propellants under pressure.			My colleague who teaches the same course and I have taken steps to prevent this from happening again. We will revise the way analysis questions are asked and prevent printing and copying of the answer keys by converting them to password protected pdf files using Adobe Acrobat. Additionally we will revise the labs themselves although we are limited by the fact that we can only use ordinary household chemicals that students can purchase. Liability concerns prevent us from including chemicals in the lab kit provided to each student.		

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## Spring 2006 Child Development Assessment Report

<b>Discipline/ Program</b>	<b>Goal/ Competency</b>	<b>Assessment Activity</b>	<b>Performance Criteria</b>	<b>Number Assessed</b>	<b>Number Successful</b>	<b>Instructor Action</b>	<b>Institutional Action</b>	<b>Designated Needs</b>
Child Development	Explore current issues and concerns in child development, such as but not limited to funding, prevalent educational philosophy, multi-culturalism, self-esteem, optimal learning environments, developmentally appropriate materials, and child guidance.	Written Assignment Due: April 10 - 20 points Discussion Posting in Groups Due: April 10 - 5 points Group Discussion: April 10-14 NOTE: Read and study Chapters 11, 12, 13, 15, 16, & 17 before completing this assignment. Go to External links and find the online websites and under Self Assessments and find the Tolerance and Hidden Bias link. Click on the link. At the bottom of the next page click on Tolerance.org's tutorial. On the next page click Take a test at the top right side of the page. DO NOT read the information on this page before completing the assessment. Complete the assessment. Then read the information on this website	Paper Assignment: Include a reference list of assessment websites written in American Psychological Association (APA) formatting style.  Note: Make an appointment with the reading and writing tutor at one of the TCC Campuses for help with APA formatting style. Type your assignment in Microsoft Word and save it to a diskette or your hard drive. Write in complete sentences using correct spelling, punctuation, grammar, and capitalization. Remember to put your name on your paper. To turn in your assignment you will upload your file into this assignment area. Upload the file by clicking on Browse, then click on your file name, and click open.	16	13	1. Encourage students to take the American Psychological Association Documentation course being offered in May. 2. Refer students to the reading and writing tutor for help with writing skills. 3. Use Discussion Grader in new Blackboard upgrade for assessment of Discussion Board. 4. Use a different website for the activity. This one was difficult for some students to navigate.	No change.	(1.) None: (2.) None: (3.) None:

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
		<p>including Hidden Bias: A Primer About Stereotypes and Prejudices.</p> <p>Write a one page summary and analysis of the results of your assessment results including a description of your bias, stereotypes, and prejudices.</p> <p>Explain what you learned about yourself including the awareness you gained from these assessment regarding your bias and prejudices.</p> <p>Explain how you will use this information to improve your attitudes about and understanding of others who are not like yourself.</p> <p>Explain how you will use this information to help yourself professionally to develop positive personal interactions and communications with others.</p> <p>GROUP DISCUSSION: 5 Points Question:</p> <p>Explain how you will ensure that</p>	<p>Discussion Requirements:</p> <p>1) CLICK ON START NEW THREAD and post your own response to the above questions by clicking on "Start New Thread". Due by 11:59 pm, April 10.</p> <p>2) Read each of your group members' new thread response to the question above and CLICK REPLY under each person's posting to begin a discussion with that person. Respond to each other at least two time during the discussion period April 10-14.</p> <p>3) Read what each person wrote about your own response to the question. Begin a discussion with each and reply to each person at least two times during the discussion period April 10-14.</p>					

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Child Development	Explore current issues and concerns in child development, such as but not limited to funding, prevalent educational philosophy, multi-culturalism, self-esteem, optimal learning environments, developmentally appropriate materials, and child guidance.	the children in your care, classroom, and school will feel safe and accepted; and, are not bullied or discriminated against because of race, culture, religion, gender, or sexual orientation.  Students wrote a final summary paper about early field experience activities.	Students were successful in meeting this goal if they indicated in the content of the final paper that they experienced one or more of the following current issues & concerns in child development and/or education during their field experience; funding, multiculturalism (cultural, socioeconomic differences), self-esteem, optimal learning environments, development of appropriate materials, child guidance, disabilities.	14	10	No Change	Continue with the summary paper after the field experience activity. Instructions in syllabus will need to be more specific and include examples of the types of criteria listed above to help guide the students better on the writing.	(1.) LRC / Library Resources & Services: List of resources for students to use prior to the field experience related to multiculturalism, special needs children, etc.. (2.) None: (3.) None:

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## Spring 2006 Computer Information Systems Assessment Report

<b>Discipline/ Program</b>	<b>Goal/ Competency</b>	<b>Assessment Activity</b>	<b>Performance Criteria</b>	<b>Number Assessed</b>	<b>Number Successful</b>	<b>Instructor Action</b>	<b>Institutional Action</b>	<b>Designated Needs</b>
Computer Information Systems	Utilize critical reading, thinking, and writing skills.	Critical Thinking	Students created an integrated final project that required research critical thinking, effective communications through the use of technology and computer proficiency. The students conducted Internet research on a vacation to the foreign location of their choice. They then composed an essay based on that research that reported on description of the vacation, how they would travel to the location	6	6	No Change	Don't know what you want here.	(1.) None: (2.) None: (3.) None:
Computer Information Systems	Code problem solutions in commonly used programming languages from equivalent program definition specifications.	Completed programming assignments based on programming specification provided by the instructor (acting as a client)	Are Students able, based on a program specification, to create a working program that meets these specifications (lab02)?	6	6	No Change	I don't believe that any institutional action is required. Student performed as expected.	(1.) None: (2.) None: (3.) None:
Computer Information Systems	Demonstrate an understanding of current computer applications, programming and logic.	Perform the Final Project: Combination of the Office Labs This project will be created on your computer using Microsoft Word, Excel,	Project was worth 20 points or 5% of grade. Grade divided into quarters: (1) Letter Head - your Business Name, Address, and LOGO	20	16	Students were able to create, format, customize document, and integrate word processing software with other	Attend more Seminars on the latest version of software	(1.) Professional Development - External: (2.) Computer Technology / Software: (3.) None:

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		<p>Access, &amp; PowerPoint. All information will be then be placed into Word and saved - note that you will have files in Excel, Access, and PowerPoint that you will be using to create this Business Project. Note: All work must be original</p> <p>CREATE YOUR OWN BUSINESS REPORT THAT WILL COMBINE ALL FOUR OFFICE APPLICATIONS (Word, PowerPoint, Excel, and Access)</p> <p>Use PowerPoint to design your Business LOGO; then save this LOGO as a Metafile by changing the File Type to a Windows Metafile.</p> <p>Create a Product List in Excel with 3 columns (Name, Price, and Description): You need at least 5 different items; save this as an Excel file.</p> <p>Use your Access file; open the Tables - highlight at least two rows of records and then copy these into the</p>	<p>Add your Business LOGO that you created in PowerPoint (Insert, Picture, From) [you might have to change the wrapping of this object - you can do that by clicking on the object and going to Format, Picture - Wrapping page tab]; (1-5 points)</p> <p>(2) Add the Product List from Excel with the Insert File; (1-5 points)</p> <p>(3) Copy the Table from Access using the clipboard; (1-5 points)</p> <p>(4) Overall Report (1-5 points)</p> <p>Must have 15 points or greater to pass this project</p>			<p>applications. Constant updating of software and technology is needed.</p>		



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		clipboard. Open Word and create a Business Report - you can make this as creative as you wish.						
Computer Information Systems	Demonstrate an understanding of ColdFusion Markup Language, ColdFusion Components, integration with Microsoft's Active Server Pages and .NET as well as Sun Microsystems's Java Server Pages, XML handling, session management, and database connectivity.	Write an 'Add Record' routine that redirects to a generic 'Add Record' web page, prompts the user for a key field descriptor, redirects to the original web page, clears all textboxes except the one(s) with the key field descriptor and give the user to insert a new row into SQL server or abort and return to the original record that was displayed before the process began. If the user clicks on the 'Insert button then insert a new row into SQL Server, retrieve the new row with the new Identity field, and allow users to update the remaining textboxes with appropriate data and then update the correct row in SQL server.	Can an end user insert a new row into SQL Server and update the record.	10	8	No Change	Please renew this instructors' contract for another year.	(1.) None: (2.) None: (3.) None:
Computer Information	Process digital images obtained	Students assigned	Students demonstrated	58	49	No Change	Students loved the project;	(1.) Computer Technology /

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Systems	from a variety of sources by performing or using color correction, compression, use of composites, filters, masks, layers, paths, channels, and other special effects for print and web use using Adobe Photoshop.	Photoshop project wherein they create gold and diamond text (Rap Diamonds) using clouds and glass filters, layer styles, hue and saturation settings, and starburst brush twinkles.	<p>proficiency by:</p> <ol style="list-style-type: none"> <li>1. Creating a high resolution canvas.</li> <li>2. Applying a color, gradient, or textured background.</li> <li>3. Creating then rasterizing a text layer.</li> <li>4. Selecting the rasterized text and applying the clouds and glass filters.</li> <li>5. Applying stroke and bevel/emboss layer styles to the rasterized text.</li> <li>6. Applying a hue and saturation adjustment layer to the rasterized text layer.</li> <li>7. Add brush stroke twinkles using the starburst brush.</li> </ol>				therefore, the instructor will continue its use. Those students who were unsuccessful with the project did not attempt to complete it. No institutional action necessary except the continued need to to keep academic equipment and software current.	Software: Continue to provide access to the latest equipment and software applications. (2.) None: (3.) None:
Computer Information Systems	Exhibit a solid foundation in computer technology, computer nomenclature, and the use of microcomputers as productivity tools including access to the World Wide Web.	Group PowerPoint Presentation on Purchase of Computer Equipment for a College Student	<p>Students were assigned to groups to research and produce a PowerPoint presentation on the purchase of following computer equipment: Desktop Computer, Notebook Computer, Digital Camera, or Video Camera.</p> <p>Each student</p>	30	30	No Change	Continue to assess computer students with presentations using the applications taught in the CSC 1203 class. TCC has great computer equipment for classroom presentations using MS PowerPoint.	(1.) None: (2.) None: (3.) None:

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
			<p>was given a specific part of their group topic to research, ie software needed, components needed, need for equipment, how to use the equipment. Guidelines and grading rubric were given by instructor.</p> <p>Research was done using internet web sites and information from textbook.</p> <p>Students worked with each other to merge their parts for a total presentation.</p> <p>Requirements: Hard copies of individual PowerPoint slides Group presentation of PowerPoint to class</p> <p>Grading Rubrics were used for individual slides, group presentation slides, and group evaluation.</p> <p>Students were able to research information, make critical decisions, work together in a group and give a PowerPoint presentation. Students learned about important</p>					

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Computer Information Systems	Complete complex documents for business use.	The assessment activity was to introduce students to Microsoft Excel in an effort to analyze data obtained from a business and to arrange the data in a spreadsheet for an analysis. The students were also required to present the data graphically in an easy to read chart for actual presentation purposes.	components of computer equipment to purchase, what was needed at a student level, and how to use the equipment.  The students were assessed on their ability to demonstrate that they could also use this methodology to analyze their college expense in a similar method. They were also required to present their analyses in an easy to read chart.	13	13	The Instructor used a sample data to demonstrate the process in class for all the students to see and ask questions. The students found this helpful. A lecture was also done on the importance of using Excel to analyze similar data.	The Institution used appropriate text books to further explain the process to the students.	(1.) None: (2.) None: (3.) None:
Computer Information Systems	Develop presentations suitable for professional purposes and understand the underlying functionality of presentation software.	Students were assigned to small groups. Each group was assigned a chapter in the book to research and present using Microsoft PowerPoint.	Student would need to show understanding of the Microsoft application program PowerPoint, its basic functionality and some advanced features. The student would need to show a reasonable comfort with launching the software, opening external media (jump drive or CD) and presenting a PowerPoint	10	9	No Change	It would be beneficial if a video camera were in the classroom so that we could tape the presentation and review it later.	(1.) None: (2.) None: (3.) None:

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			presentation created by the student. The presentation needed to be about a chapter that the class was studying. A very good understanding of the information in the chapter was required and research of the subject outside of the class materials was encouraged.					
Computer Information Systems	Use a spreadsheet to express, analyze, and solve business-related problems.	Test students' knowledge of spreadsheet and analytical capabilities via hands-on exams.	Students are required to perform at no less than a C level on each of three exams.	18	18	No Change	Continuing success of students will validate the teaching methods utilized.	(1.) Changes in Procedures: IT support during weekend classes is minimal since onsite staff members are not granted permissions to the network necessary to assist when problems arise. (2.) None: (3.) None:
Computer Information Systems	Process digital images obtained from a variety of sources by performing or using color correction, compression, use of composites, filters, masks, layers, paths, channels, and other special effects for print and web use using Adobe	Students have to design a montage from images that they have taken with a digital camera or scanned. They have use Adobe Photoshop CS2 to organize their images into layers. From the layers they use selection tools, text tools, layer masks, erasers,	Students are given a rubric that lists the skills that will be evaluated in their final product. Students print their montage that is then evaluated by the instructor.	16	16	With the implementation of the latest Photoshop version and with the increased knowledge of the instructor the final product is always being evaluated at the end of each semester the criteria is modified.	As the software continues to be improved, TCC will need to continue to purchase the latest version that is being used in the graphics design industry. To keep instructors updated on the latest versions of the program training and	(1.) None: (2.) None: (3.) None:

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	Photoshop.	paint brushes, blending modes, filters, and layer styles to modify their images into how they want their final product to look. They also add background colors and borders to their their final image. It is then printed and placed into their portfolio.					certification training needs to be provided.	
Computer Information Systems	Exhibit a solid foundation in computer technology, computer nomenclature, and the use of microcomputers as productivity tools including access to the World Wide Web.	Students created an integrated activity using the productivity software and the internet to create a research document, an MLA report, and Excel Worksheet and a PowerPoint Presentation	Students Submitted required documents reporting on the research criteria. They then used the PowerPoint presentation to report to the class on their project. All work in the project is to be original research and completed to the specifications of the project. If components of the project are completed incorrectly, students have opportunity to correct and resubmit for partial credit on PowerPoint component only. Three students stopped attending class toward the end of the semester and were not assessed.	18	18	No Change	I can think of nothing.	(1.) None: (2.) None: (3.) None:

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Computer Information Systems	Use a spreadsheet to express, analyze, and solve business-related problems.	Students completed a Profit Analysis spreadsheet. Total Sales, Total Profit, and Percent of Total Profit were calculated along with low, high, and averages.	Evaluations are calculated based upon correct formulas in the appropriate Total Sales, Total Profit, and Percent of Total Profit cells. Also, correct formulas are evaluated in the Low, High, and Average columns.	18	15	No Change	The only students who did not get correct results were the students who did not follow directions. Assessment was successful.	(1.) None: (2.) None: (3.) None:
Computer Information Systems	Use a spreadsheet to express, analyze, and solve business-related problems.	Students will use Excel to create a budget for a trip to another country. They will use formulas, absolute cell referencing, formatting features, and a chart.	<u>BUDGET</u> : Prepare a budget for your trip in US dollars. Make sure you include such expenses as the plane flight, ground travel, hotel costs, sightseeing, food, and events. You may include any additional costs such as passport, visa, and airport taxes that you believe are important. You should have at least 6 budget items. Use the Internet to find reasonable costs for each item – if your costs are not reasonably accurate, you will lose credit. Include all necessary labels for individual items as well as for the entire spreadsheet. Use the sum() function to provide a total.	17	15	No Change	No action needed. Those students who did not successfully complete the assignment ran out of time and turned in partially completed work.	(1.) None: (2.) None: (3.) None:

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
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(6 points)

MONETARY CONVERSIONS:  
Use the Internet or newspaper to find out the current conversion rate. This is the rate you would use to change one US dollar to an equivalent amount in the currency of your country. Place this rate in your spreadsheet in the upper right-hand corner of the viewable area. In a blank column next to the total expenditures for each expense item, use a formula that will calculate the costs in local currency. In order to get your formula to work correctly, you will need to use an absolute cell reference for the cell reference to the conversion rate value for the local currency. Add a label to this column indicating the name of the local currency. (3 points)

CHARTS: Using the budget you



Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
Computer Information Systems	Exhibit a solid foundation in computer technology, computer nomenclature, and the use of microcomputers as productivity tools including access to the	After various student reading assignments, homework activities and class discussions and instructor presentations, students were to complete an exam over	<p>have already prepared, create a pie chart for the expenses. Chart either the expenses in US dollars or the expenses in the foreign currency. Explode the largest section and clearly label all items. Include the chart as an embedded object along side the budget. (5 points)</p> <p><u>FORMATTING:</u> Make sure your spreadsheet has been nicely formatted and is professional in appearance. All items should be appropriately labeled. The name of the spreadsheet should be included at the top and should be merged and centered over the appropriate columns. (4 points)</p>	17	14	No Change	There are areas already provided by TCC, either through TCC or in conjunction with The Eighth Floor, which would cover most of these areas. There is a proper assumption of	(1.) Prerequisites / Curriculum: Short Course for true computer novice. Some students are not familiar with keyboarding or mouse use, for example. Keyboarding/mo

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	World Wide Web.	introductory computer technology, terminology and nomenclature, as well as some basic uses of computers, including accessing and conducting research using the Internet.					prior computer knowledge for an instructor of CIS or CSC courses.	use skills also assumed for Intro to Microcomputers. (2.) None: (3.) None:

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## Spring 2006 Dental Hygiene Assessment Report

<b>Discipline/ Program</b>	<b>Goal/ Competency</b>	<b>Assessment Activity</b>	<b>Performance Criteria</b>	<b>Number Assessed</b>	<b>Number Successful</b>	<b>Instructor Action</b>	<b>Institutional Action</b>	<b>Designated Needs</b>
Dental Hygiene	Patient/parent counseling on oral self care for disease prevention, health maintenance, improvement of oral tissue health, appearance	Students must write a treatment plan and include what patient education instruction they will include for each appointment with the patient. Once the treatment plan is approved by an instructor, students must deliver patient education to the patient or parent/legal guardian.	Students must individualize and write a treatment plan for each patient they saw while in Clinic 2. Instructors observed the student delivering patient health education to the patient or parent/legal guardian. Students were graded on the ability to successfully explain and demonstrate patient health education. They were required to document the procedures performed on each patient.	13	13	No Change	The college could provide an opportunity for all the dental hygiene faculty (full-time and part-time) to attend a callibration workshop.	(1.) None: (2.) None: (3.) None:
Dental Hygiene	Promote the values of oral and general health and wellness.	Exam	Students will successfully pass an exam at 70% or greater that covers the following topics: The Periodontium, Clinical periodontal assessment, Pathogenesis of Periodontal Disease, Bacterial Etiologic Factors and Host	12	12	No Change	None	(1.) Professional Development - External: (2.) None: (3.) None:

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
			Response (Immune System, Immune Response Immunity and Infection).					
			Results: 12/12 met goal 83 = 1 82 = 2 80 = 1 78 = 1 77 = 1 72 = 2 71 = 2 70 = 2					

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## Spring 2006 Developmental Studies in Communication Assessment Report

<b>Discipline/ Program</b>	<b>Goal/ Competency</b>	<b>Assessment Activity</b>	<b>Performance Criteria</b>	<b>Number Assessed</b>	<b>Number Successful</b>	<b>Instructor Action</b>	<b>Institutional Action</b>	<b>Designated Needs</b>
Developmental Studies in Communication	Effective writing: Use appropriate techniques to communicate ideas in a unified and coherent manner.	The students were assigned a major writing project in which they were to write, in stages of the using the writing process, an essay on the topic of their own personal interests. The submitted project was to include a mapping of their prewriting ideas, a first draft, subsequent revisions, and a final draft. Evaluation of the project was based predominantly on the quality of the final draft using specific criteria to asses the written content, grammar, and punctuation.	The students' papers were evaluated on the basis of: Content (25), Organization (15), Voice-Tone-Dictio n (15), Sentence Structure (15), Punctuation (10), Usage/Mechanics (10), and Spelling/Readabil ity (10). A specified amount of points was awarded for each of the above categories, as noted in the numerals within parentheses. In other words, the student could earn up to 25 points in the category of Content, 15 for Organization, and so on. Then the points in each of these categories was summed to arrive at the total grade for the writing project.  Using this criteria, it was found that two students were able to communicate	3	2	No Change	The incorporation of TCC's Writing Tutor program is invaluable to the success of students assigned this writing project. For this reason, I award additional points for verification of having seen a tutor in the course of preparing this paper. Verification of that tutoring session is submitted to me by the tutor.	(1.) None: (2.) None: (3.) None:

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Developmental Studies in Communication	Informed discussion: Articulate an understanding of a variety of materials.	The students were placed into groups. They were to utilize the computer to access the LRC site. From this site they were to research a current event within the country provided. After reading and discussing the article within their group, they then read and had an open discussion among the other groups.	their ideas in a unified and coherent manner. Their scores ranged from 80-85%. A third student was only able to achieve a score of 52% due to significant weaknesses in organization, voice-tone-dictio n, sentence structure, and punctuation.  Each member in the group had to participate. When each group presented the other groups had to write down two questions that were to be discussed within the entire class.	18	18	I enjoyed this activity.	The use of the CEC for this project was beneficial. The LRC site has encouraged and introduced students to a new avenue of learning. The discussion from articles from different countries opened many eyes.	(1.) None: (2.) None: (3.) None:
Developmental Studies in Communication	Critical reading: Comprehend readings for community and/or global contexts.	Students read an article entitled "Answer's Right Underneath Your Fingers" by Harvey Mackay. The thesis of this article is that opportunities are there for all of us, but we must seize them. The author cited Ray Charles and his	Students should properly identify topic, thesis, main pattern of development, supporting details, author bias, author purpose, and tone. Students were determined to be successful if they correctly identified all but	26	22	No Change	The college should continue to support developmental education by providing helpful lab materials to support the class and by offering adequate sections of developmental classes. Students found	(1.) None: (2.) None: (3.) None:

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		lessons to Jamie Foxx as they prepared for the movie, "Ray". Students identified the topic, thesis, main pattern of development, three supporting details, author bias, author purpose, and tone. Students also gave their own personal evaluation of the article.	one of the criteria.				this material hard to master. This assessment was made after students completed the unit that presented this material.	
Developmental Studies in Communication	Effective writing: Use appropriate techniques to communicate ideas in a unified and coherent manner.	Frame an essay with a clear thesis and three-point developmental plan.	<p>Clear and properly punctuated proposition with three points of division 10 points</p> <p>Clear proposition with three points of division but with some punctuation errors 06</p> <p>Clear and properly punctuated proposition without the three points of division 03</p> <p>Unclear proposition with punctuation errors 00</p> <p>Competency established when student rates "Clear and properly punctuated proposition with</p>	4	4	No Change	None	(1.) None: (2.) None: (3.) None:

<b>Discipline/ Program</b>	<b>Goal/ Competency</b>	<b>Assessment Activity</b>	<b>Performance Criteria</b>	<b>Number Assessed</b>	<b>Number Successful</b>	<b>Instructor Action</b>	<b>Institutional Action</b>	<b>Designated Needs</b>
Developmental Studies in Communication	Effective writing: Use appropriate techniques to communicate ideas in a unified and coherent manner.	Students wrote a cause and effect essay analyzing either the causes or effects related to a topic of their choice chosen from a provided list. Examples: Analyze the reasons that a particular television program is or is not good for children OR analyze the effects of your decision to attend college).	three points of division 10 points" Assessment criteria included ability to structure a coherent three-part essay (introduction, series of body paragraphs, and conclusion), to develop a thesis and topic sentences, to provide relevant supporting details, and to use reasonably accurate punctuation and sentence structure.	5	5	No Change	TCC should continue to provide skilled writing tutors in the West Campus Reading and Writing Center located in the Technology Learning Center. Tutors provided outstanding support and reinforcement for classroom learning. One-on-one tutoring sessions help students with individual weak areas and with understanding the importance of thorough revision. Writing II students are required to have one tutoring appointment for each essay during the revision stage of their essays, and some students also choose to visit the tutors during the initial drafting stage. It's crucial that tutors be available in sufficient numbers and at a variety of hours to meet this need.	(1.) Computer Technology / Software: Need for additional computer-equip- ped classrooms so that classes have access to quiet writing areas as needed. (2.) None: (3.) None:
Developmental	Effective writing:	Toward the	Part of this	23	9	Grading those	Work to stop	(1.) None:



<b>Discipline/ Program</b>	<b>Goal/ Competency</b>	<b>Assessment Activity</b>	<b>Performance Criteria</b>	<b>Number Assessed</b>	<b>Number Successful</b>	<b>Instructor Action</b>	<b>Institutional Action</b>	<b>Designated Needs</b>
Studies in Communication	Use appropriate techniques to communicate ideas in a unified and coherent manner.	beginning of the semester, after we'd worked on distinguishing between passive and active voice and on recognizing verbs that come from "to be" and "to have," we read and discussed several paragraphs developed with illustrations. I then assigned the students their own illustration paragraph.	assignment involved their curtailing their use of passive voice and of verbs that come from "to be" and "to have." Before they submitted their final drafts, they gathered in small peer groups to go over each other's paragraphs, looking for these weak verbs to call them to the author's attention.			paragraphs, I learned that my students were poor critics of each other's work, primarily because they often couldn't recognize any kind of verb, weak or strong. In fact, writing complete sentences challenged them. Thus, throughout the semester I tried to increase their understanding of language and the importance of verbs in written English. Writing filled with unintentional fragments, run-ons, and comma-splices baffles the reader. Starting with the verb, we tried to move on to developing unity and coherence within a paragraph, but we kept stumbling because most of my students simply don't know how much time and effort learning requires from all but the geniuses among us.	grade inflation on all levels of the education system in this country. An A, for instance, should mean excellent; too often, however, it simply means attendance. By the time they reach T. C. C., students should know how to EARN grades and what grades should mean, but most of those I've encountered don't. For twelve years they've drifted through classes, and the grades they've been given have led them to believe they're good in English, for instance. Then they're put in a developmental writing class at T. C. C. because of their lack of proficiency but are, nevertheless, astounded when their grades indicate the unsatisfactory nature of their writing. Used to drifting, they simply don't know how to work to improve.	(2.) None: (3.) None:
Developmental Studies in Communication	Critical reading: Comprehend readings for	Students were asked to read the article on "How	Students were asked to complete an	5	5	No Change	Continue providing the textbook on	(1.) None: (2.) None: (3.) None:

<b>Discipline/ Program</b>	<b>Goal/ Competency</b>	<b>Assessment Activity</b>	<b>Performance Criteria</b>	<b>Number Assessed</b>	<b>Number Successful</b>	<b>Instructor Action</b>	<b>Institutional Action</b>	<b>Designated Needs</b>
	community and/or global contexts.	to Write Clearly" by Edward T. Thompsom and then directed to answer the reading comprehension questions that included finding the central point and main idea, supporting details and relationships.	outline for the article " How to Write Clearly" by filling in the missing major and minor details.				Groundwork for Colledge Reading by Bill Broderick (Townsend Press) for Reading I Developmentql Courses.	
Developmental Studies in Communication	Effective writing: Use appropriate techniques to communicate ideas in a unified and coherent manner.	Activity is multifaceted assignment of expository paragraph developed from the following 6 step process: 1)Interview student from class & take notes; 2) Give oral presentation introducing student to class; 3) Write & recieve note from student interviewed for more information; 4) Plan & compose paragraph draft from material gathered in prewriting exercises; 5) Participate in structured peer review session; and 6) Submit final draft of assignment on due date.	1. Paragraph should be specifically developed to communicate basic information about subject. 2. Information is integrated to illustrate a unified attitude or point of view as the thesis developed in the paragraph. 3. Details of assignment are stated clearly, smoothly linked with clear transitions, and arranged in a logical sequence for coherence. 4. Written presentation is organized in correct MLA paragraph format with a clear topic sentence, controlling idea, and conclusion.	15	12	No Change	To enhance teaching and learning in effective writing skills, it is necessary to continue to take advantage of opportunities for professional development such as the Oklahoma Assocation of Developmental Education, to continue to analyze and evaluate assignments and assessment, and to continue to formally and informally work with colleagues to attain feedback and new ideas. The resources needed to enhance teaching and learning in effective writing skills and other discipline and general education goals include upgraded	(1.) Professional Development - External: (2.) Professional Development - TCC Programs: (3.) Academic Support Labs: Writing Center needs more professional staff, materials, & updated computer technology

<b>Discipline/ Program</b>	<b>Goal/ Competency</b>	<b>Assessment Activity</b>	<b>Performance Criteria</b>	<b>Number Assessed</b>	<b>Number Successful</b>	<b>Instructor Action</b>	<b>Institutional Action</b>	<b>Designated Needs</b>
							computer technology in the Writing Center, computer equipped classrooms, and in faculty offices.	

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## Spring 2006 Economics Assessment Report

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs																																																		
Economics	Determine the profit-maximizing quantity of labor for a business firm to employ.	<p>several questions from Quiz #6:</p> <p>Answer questions 7. through 14. after completing the following table. Assume an output price of \$5.</p> <table style="margin-left: 40px;"> <tr> <td>Workers</td> <td></td> </tr> <tr> <td>Widgets</td> <td></td> </tr> <tr> <td>MPP</td> <td>Total</td> </tr> <tr> <td>Revenue</td> <td>MRP</td> </tr> <tr> <td>MFC</td> <td></td> </tr> <tr> <td>0</td> <td>0</td> </tr> <tr> <td>\$0</td> <td>X</td> </tr> <tr> <td>X</td> <td>X</td> </tr> <tr> <td>100</td> <td>1</td> </tr> <tr> <td>\$500</td> <td>100</td> </tr> <tr> <td>\$300</td> <td>\$500</td> </tr> <tr> <td></td> <td>2</td> </tr> <tr> <td>190</td> <td>90</td> </tr> <tr> <td>950</td> <td>450</td> </tr> <tr> <td>300</td> <td></td> </tr> <tr> <td></td> <td>3</td> </tr> <tr> <td>270</td> <td>—</td> </tr> <tr> <td>300</td> <td>—</td> </tr> <tr> <td>340</td> <td>4</td> </tr> <tr> <td>300</td> <td>—</td> </tr> <tr> <td>400</td> <td>5</td> </tr> <tr> <td>300</td> <td>—</td> </tr> <tr> <td>450</td> <td>6</td> </tr> <tr> <td>300</td> <td>—</td> </tr> <tr> <td></td> <td>7</td> </tr> </table>	Workers		Widgets		MPP	Total	Revenue	MRP	MFC		0	0	\$0	X	X	X	100	1	\$500	100	\$300	\$500		2	190	90	950	450	300			3	270	—	300	—	340	4	300	—	400	5	300	—	450	6	300	—		7	If the student can answer ALL of the above questions correctly, I believe that shows an understanding of the concepts of profit maximizing in economics.	29	18	No Change	Having a pre req. in college algebra sure would help students in their business classes!	(1.) None: (2.) None: (3.) None:
Workers																																																										
Widgets																																																										
MPP	Total																																																									
Revenue	MRP																																																									
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Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
		490		—				
		300		—				
		520		8				
		300		—				
		_____ 7. What is the marginal physical product of the seventh worker?						
		a. 60						
		b. 50						
		c. 40						
		d. 30						
		_____ 8. What is the total revenue when six workers are employed?						
		a. \$2000						
		b. \$2250						
		c. \$2450						
		d. \$2600						
		_____ 9. What is the marginal revenue product of the fourth worker?						
		a. \$200						
		b. \$250						
		c. \$300						
		d. \$350						
		_____ 10. What is the marginal revenue product of the eighth worker?						
		a. \$300						
		b. \$250						
		c. \$200						
		d. \$150						
		_____ 11. What is the profit-maximizing number of						

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
		workers to employ? a. 3 b. 5 c. 6 d. 8						
		_____ 12. If the output price increased to \$6, what would be the profit-maximizing number of  workers to employ? a. 3 b. 4 c. 6 d. 7						
		_____ 13. If the output price decreased to \$4, what would be the profit-maximizing number of  workers to employ? a. 3 b. 4 c. 5 d. 6						
		_____ 14. If the output price is back to \$5, and the MFC decreased to \$210, what would be the  profit-maximizing number of workers to employ? a. 5 b. 6 c.						

<b>Discipline/ Program</b>	<b>Goal/ Competency</b>	<b>Assessment Activity</b>	<b>Performance Criteria</b>	<b>Number Assessed</b>	<b>Number Successful</b>	<b>Instructor Action</b>	<b>Institutional Action</b>	<b>Designated Needs</b>
Economics	Determine the profit-maximizing quantity of labor for a business firm to employ.	7 d. 8 A class assignment was given which listed 10 different output and employment levels with revenue and cost information. The student had to calculate the Marginal Physical Product of each employment level and the Marginal Value Product of each employment level and then using the theory we studied in class and the text, determine which employment level would maximize the profit of the firm.	The student was determined to be successful if he/she successfully completed all the necessary calculations and based on those calculations selected the one (single) employment level from the 10 provided with maximized the profit of the firm.	22	22	No Change	Continue to provide the environment in which the faculty can teach and expand their technology base effectively.	(1.) Professional Development - TCC Programs: (2.) Testing Center Support: (3.) None:

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## Spring 2006 Electronics Technology Assessment Report

<b>Discipline/ Program</b>	<b>Goal/ Competency</b>	<b>Assessment Activity</b>	<b>Performance Criteria</b>	<b>Number Assessed</b>	<b>Number Successful</b>	<b>Instructor Action</b>	<b>Institutional Action</b>	<b>Designated Needs</b>
Electronics Technology	Use and understand wide range of measuring/testing instrumentation equipment such as: ammeter, voltmeter, multimeter, wattmeter, strip chart recorder, x-y plotter, ohmmeter, bridges, oscilloscope, potentiometer, and frequency counter.	The students participated in a series of 9 laboratory assignments that required the understanding and use of a wide variety of electronic test equipment.	The students submitted written laboratory results that were assessed for the level of understanding of appropriate electronic theory and the competent use of electronic test equipment.	7	7	No Change	None	(1.) None: (2.) None: (3.) None:



## Spring 2006 Engineering Assessment Report

<b>Discipline/ Program</b>	<b>Goal/ Competency</b>	<b>Assessment Activity</b>	<b>Performance Criteria</b>	<b>Number Assessed</b>	<b>Number Successful</b>	<b>Instructor Action</b>	<b>Institutional Action</b>	<b>Designated Needs</b>
Engineering	Communicate Engineering Concepts Effectively	Provide a cad drawing of a ping pong ball launcher. Each group of four to five students were to design and build a ping pong ball launcher based upon given criteria.	Teams were considered successful if the launcher would function as specified and a cad drawing was provided.	21	18	In coming semesters I am considering a single larger project with each group providing a portion of the design. This will more closely resemble design teams they will be exposed to in engineering practice.	No institutional action is required.	(1.) None: (2.) None: (3.) None:
Engineering	Communicate Engineering Concepts Effectively	The student will demonstrate in writing the ability to solve an electrical circuit problem using the electrical engineering concept of Mesh current analysis with an effectiveness (or overall accuracy) of 70% or better by the following: 1) Writing Kirchhoff's voltage law equations 2) Solving simultaneous linear equations to determine the loop currents	The coefficients of the unknown variables were compared to scientifically correct values to determine the accuracy of the student's responses. The mathematical solution to the simultaneous equations was compared to the student's responses. Students had to demonstrate an overall accuracy of 70% or better in order to conclude that the student has effectively communicated the electrical engineering concept of Mesh current analysis.	9	9	No Change	No additional resources, professional development, or institutional processes are needed at this time relative to this assessment activity.	(1.) Prerequisites / Curriculum: Physics & Math pre-reqs important (2.) None: (3.) None:



## Spring 2006 English Assessment Report

<b>Discipline/ Program</b>	<b>Goal/ Competency</b>	<b>Assessment Activity</b>	<b>Performance Criteria</b>	<b>Number Assessed</b>	<b>Number Successful</b>	<b>Instructor Action</b>	<b>Institutional Action</b>	<b>Designated Needs</b>
English	Effective Writing: Use appropriate techniques to communicate ideas in a unified and coherent manner.	Students wrote a comparison/contrast essay based on poetry found in the literature book.	<p>Students were asked to focus on writing an essay with strong development, unity throughout the essay and coherence to help the paper flow from beginning to end.</p> <p>Unity - To make a passing grade concerning unity, the student must construct each of the essay's elements to be specifically related. No sentences should be placed into the essay that do not contribute to the goal of the thesis. If an essay contained more than 5 sentences that were not unified, the student did not receive a passing grade on unity.</p> <p>Coherence - To make passing grade concerning coherence, the student must construct an essay that contains an important</p>	13	11	No Change	No change at this time	(1.) None: (2.) None: (3.) None:

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
English	Scholarly Research: To present appropriate evidence from primary and secondary sources.	Students completed an annotated bibliography that listed a minimum of 10 sources.	<p>element of unity: transitions. Transitions should be placed between paragraphs and inside paragraphs between the subpoints. If an essay did not use transitions properly in 5 cases, the student did not receive a passing grade on coherence.</p> <p>To receive a "C" on this assignment, students had to a)follow MLA documentation closely, b)select at least 8 articles and at least 2 books from our LRC, c)provide a brief summary of each source and d)evaluate each source to demonstrate its appropriateness for college-level research.</p>	18	10	I will devote more class time to explaining the criteria for evaluating sources. Many students chose easy-to-access sources rather than scholarly sources that clearly related to their topics.	The college should purchase more and more up-to-date scholarly books for use in research.	(1.) None: (2.) None: (3.) None:
English	Scholarly Research: To present appropriate evidence from primary and secondary sources.	Students were required to write a 5 - 8 page research paper arguing the causes or effects of a current issue. Part of our preparation was evaluation of sources, both print and online. The annotated bibliography of	I looked for appropriate choice of sources, effective integration, and suitable application of those ideas in assigning grades on this assignment. A grade of C or better indicated to me successful	19	15	No Change	No suggestions	(1.) None: (2.) None: (3.) None:

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
English	Effective Writing: Use appropriate techniques to communicate ideas in a unified and coherent manner.	ten possible sources included support for the credibility of the source being described. An additional requirement was the inclusion of 4 - 8 quality outside sources that would be properly cited (MLA) in the paper. Students were asked to write a 500 to 750 word essay comparing and/or contrasting something of their choice.	achievement of my goal.  The essay should be coherent and unified. It must contain an introduction with a clear thesis, well-organized body paragraphs each with a topic sentence, and an effective conclusion. There should be few mechanical errors, varied sentence structure, and vivid word choices exemplifying college-level vocabulary.	20	16	No Change	The number of students allowed in one composition class could be reduced so that instructors might spend more time with each student individually.	(1.) None: (2.) None: (3.) None:
English	Scholarly Research: To present appropriate evidence from primary and secondary sources.	Annotated Bibliography: Students were to research an issue for an argumentative documented paper. They were to find a minimum of ten sources (one of the sources from the text was required).	Discriminating and limiting the number of sources from the many available. Writing complete and accurate summary statements. Writing evaluative statements that reflected an understanding of	16	14	No Change	Peer discussion groups that evaluate the activity and its success in producing a documented argumentative paper. Meeting rooms available for student-instructor conferences. More student	(1.) None: (2.) None: (3.) None:

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
English	Informed Discussion: Articulate critical responses to a variety of works.	Students were to write a paragraph of summary and one of evaluation. These sources were to be the best available to them at this time.  The assignment was to familiarize the students with the Toulmin Method (a method of evaluating argument). First, we discussed the steps of the Toulmin Method (claim, support, warrant, backing, rebuttal, qualifier). Then, I modeled a sample ad as we discussed the steps. From there, in small groups, students analyzed an advertisement, answering questions about each step. Finally, they presented the reasons for their answers as the class discussed each groups' responses.	text and how to use the information within a documented paper.  Each student needed to indicate he or she understood what the claim was that the advertiser was making, the support, warrant, etc. that was used. They were to write their responses on the handout; the class and I determined if their answers fit the definition of each step. The total number of possible points was 10 per person. I read the group reports and recorded their grades. If their answers failed to demonstrate understanding of each step, one point was taken off.	20	17	Next time, I would like to have each group analyze and discuss 2-3 ads. One was not enough to master the concept. I would also like to move into longer text such as an essay for analysis of the Toulmin Method.	labs in the English Department for student instruction  A video or DVD of the Toulmin Method would be very helpful. Is there even one out there? If so, it would be helpful to show the students how important such analysis of argument is in everyday life.	(1.) None: (2.) None: (3.) None:
English	Effective Writing: Use appropriate techniques to communicate ideas in a unified and coherent manner.	Write a descriptive paragraph of 85 - 125 words describing a room, real or imaginary. Use	1. word length 2. no linking verbs 3. no "there..." 4. obvious method of organization	24	23	No Change	We need more technology - more projectors attached to computers. Students could then watch the	(1.) None: (2.) None: (3.) None:

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
English	Effective Writing: Use appropriate techniques to communicate ideas in a unified and coherent manner.	no linking verbs. Use no "there." Make sure to use an obvious method of organization.  Cooperative learning/descriptive writing/unity/ton e: Students are placed in groups of three. They view similar yet different scenes from two movies, Beauty and the Beast and The Mask of Zorro. Each group is then responsible for writing a descriptive paragraph over each, creating two distinctly different tones. Emphasis is placed on word choice, unity, and development.	Paragraphs are read aloud to the entire class. Discussion follows each on pros and cons of the paragraphs.	25	25	No Change	writing process in action.  None needed	(1.) None: (2.) None: (3.) None:
English	Effective Writing: Use appropriate techniques to communicate ideas in a unified and coherent manner.	Students were asked to write three different papers throughout the course of the semester following MLA guidelines.	Students must be able to identify the claim and the various techniques used by the authors to support this claim. They also must be able to recognize any weaknesses in the arguments presented by the authors. All this must be done with clear and concise writing which follows MLA guidelines.	18	12	No Change	The textbooks used in this class are very resourceful. Also, the students work their way slowly but surely from writing one complete paragraph to a full blown paper. The way the class is structured is very successful. Those who did not achieve success by the	(1.) None: (2.) None: (3.) None:

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
English	Scholarly Research: To present appropriate evidence from primary and secondary sources.	To write a complete research paper following MLA guidelines	Students must be able to write clearly and concisely. They must have a thesis statement and be able to support that statement throughout the paper. They must follow MLA guidelines and they must use 6 scholarly sources.	14	12	No Change	end of the semester were those who had poor attendance and participation. Overall, I see no need for change in this endeavor.  The writing center was very helpful to the students as well as the media center. This was a project that dominated their semester starting with choosing a topic, writing an outline, and providing a works cited page. Then they turned in rough drafts which were edited by their peers. Last, they turned in their final copy. Overall, this was a successful endeavor for the students.	(1.) None: (2.) None: (3.) None:
English	Effective Writing: Use appropriate techniques to communicate ideas in a unified and coherent manner.	Identify the appeal in a photograph and explain the elements of the photograph that support the appeal.	The successful can correctly identify the appeal and its support.	9	9	No Change	Continue to support effective writing strategies.	(1.) None: (2.) None: (3.) None:
English	Effective Writing: Use appropriate techniques to communicate ideas in a unified and coherent manner.	Write a well-organized essay of approximately five paragraphs responding to the following quotation by Einstein: "Not	Each paragraph is unified around a single idea. The correct essay interprets the quotation and shows understanding of the concept that	17	12	I am further discussing analogies with the class. We are playing the "Propaganda" game to help them identify many of the	I would like TCC West to purchase half a dozen of the "Propaganda" games. We use them best in small groups.	(1.) Instructional Equipment: (2.) None: (3.) None:



<b>Discipline/ Program</b>	<b>Goal/ Competency</b>	<b>Assessment Activity</b>	<b>Performance Criteria</b>	<b>Number Assessed</b>	<b>Number Successful</b>	<b>Instructor Action</b>	<b>Institutional Action</b>	<b>Designated Needs</b>
		everything that counts can be counted," or respond to the following quotation by George Bernard Shaw: "If you have skeletons in your closet, you'd best teach them to dance."	(a) some things that cannot be quantified are nonetheless important or (b) that we should consider making our worst mistakes a positive part of our life story. An "A" essay would comment on the irony of the sources of these quotations, or at least the paradoxical nature of the statements, or would challenge them. Adequate performance on the task would use complete sentences and be clear.			ways ideas can be expressed without being literal. I am trying to increase their awareness of when they themselves are not being literal when they express themselves.		
English	Effective Writing: Use appropriate techniques to communicate ideas in a unified and coherent manner.	Think of one word that best defines you. In a paragraph, define that word, using yourself as a source of examples and details. To begin, you may want to freewrite about several words that define you; then you can select the most appropriate one.	1. Using the process approach to paragraph writing, students will write a definition paragraph describing themselves using correct MLA style, grammar, spelling, capitalization, and punctuation.	6	6	No Change	This is a competent writing assignment for development students in Writing II.	(1.) None: (2.) None: (3.) None:
English	Effective Writing: Use appropriate techniques to communicate ideas in a unified and coherent manner.	Students were to revise a paragraph, consisting of approximately eighteen sentences, for	Each student revised paragraph was graded individually by me. I checked for corrections in the	39	30	No Change	Students who did not achieve the 60% or higher on the assignment was instructed to do one or more of	(1.) Academic Support Labs: (2.) None: (3.) None:

<b>Discipline/ Program</b>	<b>Goal/ Competency</b>	<b>Assessment Activity</b>	<b>Performance Criteria</b>	<b>Number Assessed</b>	<b>Number Successful</b>	<b>Instructor Action</b>	<b>Institutional Action</b>	<b>Designated Needs</b>
		correct and effective sentence structure. Revision was to correct the following problem areas: coherency, unity, subject-verb agreement, pronoun agreement, fragments, run-ons, comma splices, subject and verb shifts, and parallelism. Students understood that numerous correct revisions were possible.	previously stated problem areas (coherency, unity, agreement, etc.) and checked to make sure they had not created new problem areas. Each problem area that was correctly revised received a point. Thirty-five points were possible on the assignment. If the student received 21 points or higher (60% or more), he or she was considered as having a successful understanding of revision of the problem areas and passed the assignment.				the following: attend the Writing Lab and work on instructional computer programs; make an appointment with the Writing Lab tutor; or do additional studying then complete the online exercises from The Little Brown Handbook.	
English	Scholarly Research: To present appropriate evidence from primary and secondary sources.	Wrote a synthesis essay in which students were required to synthesize the facts and ideas of four different essays, two from class reading, two that they come up with themselves.	Student will write an acceptable, college-level essay in which they accurately synthesize the ideas of four different essays and accurately paraphrase, summarize, and quote from these sources and document using correct MLA format.	12	10	Next time spend more time teaching students to respond to individual essays before asking them to synthesize. Also, I will design a series of mini lessons which will help students to have better skills in documentation before their paper is due.	Next time guide students more closely on their outlines.	(1.) None: (2.) None: (3.) None:
English	Scholarly Research: To present appropriate	Students were required to write a 5-6 page paper researching and	Students had to first research and then submit and annotated	30	28	No Change	There does not need to be any changes. The TCC LRC offers a	(1.) Academic Support Labs: (2.) Class Size: (3.) None:

<b>Discipline/ Program</b>	<b>Goal/ Competency</b>	<b>Assessment Activity</b>	<b>Performance Criteria</b>	<b>Number Assessed</b>	<b>Number Successful</b>	<b>Instructor Action</b>	<b>Institutional Action</b>	<b>Designated Needs</b>
	evidence from primary and secondary sources.	exploring the general topic of personal privacy versus governmental surveillance in America.	bibliography to demonstrate their ability to find and evaluate academic sources. They then composed their research paper incorporating information from those sources using proper MLA format for in-text citations and works cited page.				wonderful range of databases for research.	
English	Effective Writing: Use appropriate techniques to communicate ideas in a unified and coherent manner.	A descriptive essay was assigned with the topics coming from a list included in our textbook. Prior to assigning the essay, we discussed and took notes over the aspects of a descriptive essay including a dominant impression, organization, and the use of sensory details. In addition, I assigned three professional essays that illustrated those aspects. Students were asked to read and annotate these essays to gain a better understanding what I expected in their essays. We followed the reading with a discussion over	The descriptive essay was to be approximately 500 words in length with an appropriate introduction, body, and conclusion. It was to be written from a consistent point of view, preferably first person. Also the use of transitions, examples and explanations were expected in their writing. Grading was done with a Composition Grade Sheet that included such areas as Content, Grammar/Usage, Mechanics, Sentence structure, Vocabulary, etc. with each area carrying a specific point total.	22	21	No Change	For students coming into my class from Writing I or II, a better grasp of thesis statements would allow me to spend more time on the individual areas used in the grading process.	(1.) None: (2.) None: (3.) None:

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
English	Effective Writing: Use appropriate techniques to communicate ideas in a unified and coherent manner.	the essays, pointing out the dominant impression, organization, and sensory details in each. This made the writing process easier for students when they attempted their own descriptive essays.  Essay - analyzing a line of reasoning	Students were asked to write a four page essay in which they analyzed and evaluated an author's claims and subclaims by examining the author's line of reasoning. Students first determined what the claims and subclaims were, and they then determined why the subclaims appeared in the particular order in which they appeared. The students had to analyze the author's choices, as well as the impact these choices had upon the audience.	17	11	Most students did not understand the concept of a line of reasoning, so I attempted an in-class, group analysis of the essays. Next time I plan to do an extra day of this because it seemed to help many of them.	I feel that West Campus already does an excellent job in the Writing Center assisting the students with these assignments. It also helped me to meet with all of the Comp I instructors to share ideas on what works and what doesn't. I would like to have a meeting like that again.	(1.) Professional Development - TCC Programs: (2.) Student Advisement / Placement: (3.) None:
English	Scholarly Research: To present appropriate evidence from primary and secondary sources.	Annotated Bibliography Assignment  1. Find eight quality sources that you think will be valuable	Annotated Bibliography Rubric  Format Toulmin Exercise Part One0 10	37	37	No Change	Continue to support scholarly research.	(1.) None: (2.) None: (3.) None:

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		for your researched position paper. You need each of the following types of sources:	20 Copies of sources					
		*At least two books that cannot be found online (yes you have to go to the library)	0 1 2 3 4 5 6 7 8					
		*At least two journal articles	Citations Citation One Correct					
		*At least one source from a newspaper	0 4 Citation Two Correct					
		*At least two articles from an online database	0 4 Citation Three Correct					
		*1/4 of your sources must support the opposing viewpoint.	0 4 Citation Four Correct					
		2. Copy all the information you will need to cite your sources in MLA format.	0 4 Citation Five Correct					
		3. Survey, skim, and read selected parts of each source so that you can summarize them. If they are long or book-length articles, then do your best to skim them. Always look at the table of contents, the chapter headings, and the index or bibliography in	0 4 Citation Six Correct					
			0 4 Citation Seven Correct					
			0 4 Citation Eight Correct					
			0 4 Annotations Annotation One Correct					
			0 2 4 Annotation Two Correct					
			0 2 4 Annotation Three Correct					
			0 2 4 Annotation Four Correct					
			0 2 4 Annotation Five Correct					

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		<p>the back. You can learn a lot about a book from doing these things before you read it at length. You will then go back and read carefully the parts that are relevant to your position paper.</p>	<p>Annotation Six Correct 0 2 4 Annotation Seven Correct 0 2 4 Annotation Eight Correct 0 2 4</p>					
		<p>4. Now, make a list. List the sources alphabetically by author's last name, using MLA style and then write a five-to-ten sentence blurb summarizing each source. Make sure to identify the author's claim, support and warrants in your short summary. Indicate a sentence explaining how you might use the source in your paper.</p>						
		<p>Due Date: February 27, 2005 Points Possible: 100</p>						
		<p>What to turn in: Toulmin analysis of two sources Annotated bibliography Copies of all sources (for book, copy the title page and at</p>						

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		<p>least one content page relevant to your research).</p> <p>Turn in all the above in a manila envelope or folder.</p> <p>All the above must be included or the assignment will not be graded.</p>						
English	Scholarly Research: To present appropriate evidence from primary and secondary sources.	The students created an annotated bibliography for their MLA documented research paper. They had to locate, read, and make notes from appropriate sources for three points of argument. The students then formed an MLA annotated bibliography.	Sources had to be current and viable to the point of argument being presented. MLA form for documentation had to be accurate. Summaries and questions raised by the article (annotation) had to reflect accurate reading and thoughtful evaluation of the article.	13	13	No Change	<p>Adjunct professors need a place to conference/meet with students who need help or who want to review their grade/class work.</p> <p>The English site for sharing lesson plans/ideas for class work assignments needs to be updated and expanded for new or adjuncts to address department expectations/syllabus requirements.</p>	(1.) Student Advisement / Placement: (2.) None: (3.) None:
English	Scholarly Research: To present appropriate evidence from primary and secondary sources.	The search for and appropriate use of scholarly research in a Research Paper, demonstrating the students' competency in research techniques, in	<p>Definition of Assessment</p> <p>1. For their Research paper, the students must locate a minimum of 5 scholarly sources. The</p>	13	8	<p>1. Offer additional practice in the techniques of research.</p> <p>2. Offer additional practice in comprehending and</p>	<p>While all the students located scholarly sources, they had difficulty locating hard copy research information. They were forced to rely on on-line</p>	(1.) LRC / Library Resources & Services: Need additional print resources (2.) None: (3.) None:

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		students' judgment and discernment, and in students' ability to utilize the research in an appropriate manner.	<p>source and contents will be appraised by the instructor before students use them in paper. Students will demonstrate their comprehension of scholarly and non-scholarly sources.</p> <p>2. The students will submit their Works Cited and their notes to the instructor prior to writing the paper. The notes will demonstrate their abilities to analyze texts, articles, abstracts through paraphrasing, summarizing, and pertinent quotations.</p> <p>3. The students will submit a rough draft including the use of their sources to the instructor for assessment. The rough draft will demonstrate the appropriate quality of the researched material and the ability of the student to utilize that information in an appropriate manner.</p> <p>4. The final paper will demonstrate the</p>			<p>understanding of the researched information.</p> <p>3. Offer additional practice in summarizing and paraphrasing the researched information.</p> <p>4. Offer additional practice in smoothly integrating researched information into the analysis.</p> <p>5. Offer additional practice in analysis and evaluation.</p>	<p>information which usually does not contain the necessary college level research information.</p> <p>The library on the West Campus TCC, lacks many of the necessary resources for college level research. Their hard copy sources are few, and the TCC system does not subscribe to some of the better on-line research sources, such as the Gale-Thompson library. The TCC system needs to increase their library resources, including scholarly hard print.</p>	



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			<p>quality of the research, the ability of the students to discern between scholarly and non-scholarly sources; it will demonstrate the ability of the student to analyze the researched material; it will demonstrate the competency of the student to utilize and incorporate the research into the thesis of the paper.</p>					
			<p>Measurement of Criteria</p> <ol style="list-style-type: none"> <li>1. Examination of each source of information, with attention to the origin and quality of the information.</li> <li>2. Examination of the notes from the sources and scrutiny of summarizing and paraphrasing of information.</li> <li>3. Examination of the rough draft to determine if students comprehend the researched information and have used it appropriately.</li> <li>4. Examination of the final paper to determine if</li> </ol>					

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English	Scholarly Research: To present appropriate evidence from primary and secondary sources.	Students were assigned a researched position paper on a topic chosen at the beginning of the semester. Students were "walked through" the assignment by beginning with a proposal, then an annotated bibliography of sources, then an exploratory paper, then an outline and finally a complete research paper. The final paper was to be between 6-8 pages and use between 10-15 secondary sources.	the students have smoothly integrated the researched information to support the thesis of his paper and fully documented the use of all researched information.  Students were given a grading rubric as well as a checklist describing grading expectations that included: purpose and audience; content; organization; style; mechanics; length; argument techniques; thesis; MLA usage; focus; sources; quality and quantity of research; use of quotes, paraphrase, and summary; and refutation of opposition.	19	17	Of course there are some parts of the assignment that I will work on for future classes as we always learn something new from every assignment. This is a great assignment and I like the layout I used that walks the students through the research rather than just assigning a large paper like this, but I will change some small things like usage of the Toulmin method earlier in the semester to describe writing an argument.	Improved help in the Writing Center. I found several people had problems getting accurate, quality, helpful assistance in the center at times.	(1.) None: (2.) None: (3.) None:
English	Effective Writing: Use appropriate techniques to communicate ideas in a unified and coherent manner.	To write a research paper after following the preliminary steps of research, especially focusing on integrating quotations effectively	Using verbs from Little Brown research chapters, the instructor checked for integration of research notes in the bodies of the paragraphs. The emphasis	13	10	The instructor sees the need to practice more during the semester on the need for students to learn to integrate quotations. This could be a weekly activity,	TCC could help the instructor of Freshman Composition I and II by lowering the number of students allowed in each class from a maximum of 25 to a	(1.) None: (2.) None: (3.) None:

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English	Scholarly Research: To present appropriate evidence from primary and secondary sources.	Write a 750-1000 word essay explicating a poem found in our book that we have not previously discussed. This paper needs to include the primary source and all secondary sources on a MLA format work cited page.	focused on the integration as opposed to direct quotations that are just included to stand alone in the paragraph development. The integration was either right or wrong; the quality of the integration was not the focus at this point. If the student successfully used quotes from primary and secondary sources, used in-text citations and cited these quotes on a work cited page, the student would be counted as successful. They had to have at least one primary source right and three secondary sources correct for this to be considered a success for the student.	24	20	No Change	leading up to the research project during the latter half of the semester. maximum of 15 preferably. This would allow more individual attention to students, many of whom are enrolling in college without adequate background in the field of composition.	(1.) None: (2.) None: (3.) None:
English	Scholarly Research: To present appropriate evidence from primary and secondary sources.	Exploratory pre-writing: Students were to write a seven paragraph paper in which they examined a research topic. They were to identify the issue, tell what was compelling to them about this issue,	Students had to complete each step of the process and show the sources used for the paper. A rubric was available that evaluated content, organization, diction, sentence structures, voice, and writing	15	15	No Change	To confer with students is critical during the writing process. Without a facility to do so handicaps students' abilities to hone their writing skills. A conference area needs to be made available for all faculty	(1.) Professional Development - External: (2.) None: (3.) None:

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English	Effective Writing: Use appropriate techniques to communicate ideas in a unified and coherent manner.	explore three perspectives on this issue explaining each perspective and pointing out flaws in each. Finally students were to write a position paragraph in which they formulated a thesis.  Students were asked to write a comparison/contrast paragraph on the similarities or differences between a mall and a community shopping center.	conventions.  YOUR PARAGRAPH MUST CONTAIN THE FOLLOWING PARTS: 1. A topic sentence 2. A topic sentence 3. Three (3) key points that compares or contrasts the topic, and the three (3) key points must contain at least 3-5 sentences which will become the body of the paragraph. 4. Two to three (2-3) sentences that briefly summarizes the paragraph (which will become your concluding sentences).	10	8	Provide more sample writing activities.	(full time and adjunct) in order for student-instructor conferences to take place.  More developmental workshops	(1.) Media Resources: (2.) None: (3.) None:
English	Effective Writing: Use appropriate techniques to communicate ideas in a unified and coherent manner.	Descriptive Essay: The purpose of this assignment is to help students select meaningful details so that their writing is vivid and	Students will develop a well-organized, thesis-driven essay. The essay must clearly and effectively use descriptive and	22	20	Will spend more time in the future examining each paragraph of the essay for unity before students piece them together.	I could really use a forum for exchanging ideas with other instructors, like a listserv or something of that nature.	(1.) Guest Speakers / Field Trips: More information about incorporating experiential learning into course

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		<p>forceful. They are to use as many of the descriptive techniques we discussed in class as possible, remembering that the more precise the writing is, the more effective the essay will be. The second purpose of this assignment is to give students practice with organizing an essay around a thesis statement and supporting topic sentences. The use of transitions will be essential to achieving this purpose.</p>	<p>figurative language that clearly relates to thesis in each body paragraph. Student must select and comply with a specific, appropriate, and effective organizational strategy and use transitional expressions to make the paper flow seamlessly.</p>					<p>(2.) None: (3.) None:</p>
		<p>Assignment:  Describe a place, person, event or thing that has been important to you. In your description, include both objective and subjective details.  Remember that description must have a purpose: it is not an exercise in using adjectives. For example, your purpose could be to illustrate a problem with the place or person,</p>						

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English	Effective Writing:	<p>such as describing the shopping mall parking lot at Christmas. Or, you could describe a particular asset of a person or place, an asset that others may overlook. These are just suggestions. Your ideas will come from the prewriting you do about your person or place.</p> <p>Requirements:</p> <p>The essay should demonstrate the following skills:</p> <ul style="list-style-type: none"> <li>* selection of a topic appropriate for college writing</li> <li>* use of a complete thesis statement</li> <li>* use of descriptive techniques</li> <li>* paragraphing skills</li> <li>* use of a pattern or organization within each paragraph and transitional phrases that show that pattern of organization</li> </ul> <p>Word count: 500 to 750 words</p>	Successful	19	15	No Change	no action	(1.) None:

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	Use appropriate techniques to communicate ideas in a unified and coherent manner.	draft, and revise a comparison/contrast essay.	students score at least 70% on the essay evaluation.					(2.) None: (3.) None:
English	Scholarly Research: To present appropriate evidence from primary and secondary sources.	Students had to find a relevant source from one of TCC LRC's online subscription databases (such as EbscoHost, Proquest, or Facts.com). Students then had to incorporate this source within their Compare-Contrast essay by using a direct quotation, a summary, or a paraphrase and use correct MLA in-text citation. The students also had to cite this online source within their Works Cited list using correct MLA format.	Students had to turn in (with their Compare-Contrast essay) a Research Log, which contained printouts from the online database source so that I could check their quotation/paraphrase/summary against the original source and so that I could make sure students included the correct citation information in their Works Cited List.  As I read through the Compare-Contrast essays, I made sure that students included information from the online database source, that the students used in-text citation correctly (by identifying the source and by including necessary citation information within parentheses, if necessary), and	11	9	Students spent one class period in the Computer Classroom before beginning their research process. I walked them through using the online databases. I demonstrated basic search strategies and showed them how to extract the necessary citation information from the Abstract information. I also pointed students to their Little, Brown handbooks as a guide for correct MLA format for the Works Cited list. I then had students perform a similar exercise outside of class where they had to find their own online source and cite it correctly.  However, since we only met one time per week, it was difficult for me to evaluate this exercise and offer reinforcement or supplemental research	Meeting in the Computer Classroom was very helpful because I was able to walk students through online research activities and also give them time to navigate through TCC LRC's site on their own. Fortunately, I was able to schedule this time (probably because I taught in the evening when there are fewer instructors vying for computer time); however, in past semesters, when I have taught during the day, I have had difficulty scheduling the CC because of the high demand for this resource. TCC could better serve Composition instructors by offering another Computer Classroom. Another option would be giving all comp. instructors classrooms that	(1.) Instructional Equipment: (2.) Computer Technology / Software: (3.) None:

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			<p>that the students used correct MLA format when citing the source on the Works Cited list.</p> <p>If students did not use a database source in their essays, they did not successfully complete this task. However, students received partial credit for attempting the Works Cited entry (i.e., if students left out some of the information or used some incorrect formatting, but attempted to cite the online source, they received partial credit). Also, if students included a quotation, paraphrase, and/or summary from this source within the essay, but did not include the correct in-text citation (i.e., forgot to include page number or included information that what not in appropriate MLA format), they received partial credit.</p>			<p>activities for students who were having trouble using the databases and/or citing this information correctly before the students began working on their essays. I think I could have provided a quiz or an "MLA Bowl" type of activity to check for understanding and to reinforce MLA skills. (I returned this graded homework assignment on the same day the rough draft of the Compare-Contrast essay was due so students didn't get necessary feedback in time.)</p> <p>I also think I should have spent more time reviewing in-text citation (which we learned at the beginning of the semester). For the Compare-Contrast unit, I focused more time on the Works Cited list, and although many students learned how to cite a subscription</p>	<p>come equipped with a computer and projection screen. Although students wouldn't have individual access to a computer in these classrooms, at least they could view their instructor's online navigations. It is very difficult to teach research skills (which are becoming more and more web-based) without frequent and convenient access to computers during class time.</p>	



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English	Effective Writing: Use appropriate techniques to communicate ideas in a unified and coherent manner.	Students completed a dialogue scene using standardized punctuation for traditional dialogue format.	Instructions and Criteria for Dialogue Scene: Student will construct a scene of dialogue between at least two characters. The purpose of this portion of the portfolio is to exhibit ability to apply fiction components essential to dialogue construction in an original work, free of mechanical errors. The scene may be 1-3 pages in length and should include the following	8	5	<p>database correctly for the Works Cited list, many did not use in-text citation correctly (i.e., they forgot to put the author's name and/or page number in parentheses) or did not format properly (i.e., they misplaced the period or used quotation marks incorrectly). I could have reviewed these in-text citation skills through lecture, quiz, or peer review session (for rough drafts).</p> <p>This was my first attempt at teaching Intro to Creative Writing as an Internet course. In the future, I will provide a PowerPoint narrative that discusses various examples of dialogue. The success rate scores in this portion of the Skills Portfolio were lower than any other project these students completed in this project (designed to demonstrate basic comprehension and application</p>	Continue to provide staff development in use of technical resources.	(1.) None: (2.) None: (3.) None:

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			<p>components:</p> <ul style="list-style-type: none"> <li>• Character development—The characterizations should include at least three of the following: speech, action, body language, description, inner thoughts, and reactions to other characters.</li> <li>• 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.</li> <li>• Scene Construction—The scene should include all of the following: scene tension; consistency in narrative voice; consistency in tone; consistency in each character's voice.</li> <li>• Mechanics of English—Manuscr</li> </ul>			<p>of creative writing techniques.) The textbook and supplemental information I provided for them was inadequate; the PowerPoint narrative would clarify many of the students' misconceptions concerning dialogue usage in fiction writing.</p>		

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English	Effective Writing: Use appropriate techniques to communicate ideas in a unified and coherent manner.	Revision of a Comparison/Cont rast essay written by student and evaluated for revision by instructor	<p>pts should : be free of mechanical, spelling, and punctuation errors; use traditional method of punctuating dialogue. (For an example, see the short story in your textbook titled "Sister Godzilla" by Louise Erdrich.</p> <p>Students demonstrated mastery in dialogue usage if they met criteria in 4 of 4 categories; Students demonstrated proficiency in dialogue usage if they met criteria in 3 of 4 categories; and Students failed to demonstrate proficiency in dialogue usage if they met criteria in fewer than three categories.</p> <p>1. Demonstrates understanding of revision process by revising own essay 2. Successfully re-writes passages marked by instructor to include transitional phrases and words for coherence and</p>	11	10	Next time I would spend more time showing students actual examples of original and revised passages. They need to envision the changes made and how they effect coherence, unity, and effective	None	(1.) None: (2.) None: (3.) None:

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English	Scholarly Research: To present appropriate evidence from primary and secondary sources.	Research one of the following moments of persuasion and then describe the circumstances of the appeal: what the historical situation was, what issues were at stake, and what made the address memorable: Abraham Lincoln's "Gettysburg Address (1863); Elizabeth cady Stanton's draft of the "Declaration of Sentiments" for the Seneca Falls Convention (1848); Franklin Roosevelt's inaugural address (1933); Martin Luther King Jr.'s "Letter from the Birmingham Jail"; Ronald Reagan's tribute to the Challenger astronauts (1986); toni Morrison's speech accepting the Nobel Prize (1993); George Bush's speech to Congress	unity 3. Successfully proofreads and corrects at least 85% of grammar and mechanical errors for coherence and unity 1. Clear thesis statement; essay has a clear purpose. 2. Presents the rhetorical situation of the speech, including information about the writer, the subject, the context, and the audience. 3. Each paragraph has a clear focus, with clearly stated topic sentences. Writer uses varied sentence structure and effectively employs concrete and specific words. 4. content is adequate and the tone is appropriate to accomplish the essay's purpose. 5. Presents the prinjciple aim of the text and any subordinate aims. 6. Discusses what made the address memorable. 7. Clarity: conveys intended meaning through exact language,	11	11	writing in general.  No Change	No institutional action requested.	(1.) None: (2.) None: (3.) None:

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English	Effective Writing: Use appropriate techniques to communicate ideas in a unified and coherent manner.	following the 9/11 terrorist attack (2001).  How would you describe the rhetorical situation? What would you say about the writer, the subject, the context, the audience, and the principle aim/purpose of the text? Are there any aims subordinate to the principle aim?	parallelism, clear modifiers, clear reference of pronouns. Point of view and verb tense are consistent. 8. Correctness: spelling, pronoun forms, verb forms and tenses, agreement between subjects and verbs and between pronouns and antecedents, sentence fragments, comma splices and apostrophes.9. Uses MLA format, including correct parenthetical citations and works cited. 10. Presents carefully chosen references from appropriate resources.	10	6	Even though I checked in frequently with the students during the writing process to make sure they were on track, in the future I will do so more often by making more "mini-assignment s" out of the process.	TCC should continue to stress the importance of writing in all disciplines.	(1.) None: (2.) None: (3.) None:

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English	Scholarly Research: To present appropriate evidence from primary and secondary sources.	information and presented their own opinions in a five page essay.  Prior to preparing their research paper, students were required to create an annotated bibliography that contained at least 10 sources.	To earn a "C" students had to document 10 or more sources according to MLA rules. Below each citation students wrote a brief summary of the material contained in the source, indicated how they might use the source in their research paper, and evaluated the source based on the criteria for a good source.	18	16	No Change	This is helpful assignment for students in all disciplines who have to write a lengthy research paper.	(1.) Class Size: Consider limiting size of writing class to 19. (2.) None: (3.) None:
English	Scholarly Research: To present appropriate evidence from primary and secondary sources.	Annotated Works Cited as part of the documented essay project	Works Cited in alphabetical order according to MLA Style Format Annotations providing information on the sources Information on the value of the sources for the project Use of complete sentences	6	6	No Change	Continued upgrading of computers, software, hardware, and connections in Internet-connected classrooms. Additional opportunities for English faculty to attend English-related conferences such as those sponsored by Nathional Council of Teachers of English, Teaching for a Change conferences that address all areas of teaching, and League for Innovation conferences to allow	(1.) Professional Development - External: Necessary for faculty development to enhance teaching skills and provide new ideas (2.) LRC / Library Resources & Services: Important resources for students, faculty and staff (3.) Class Size: Class size of 20 for English classes would allow faculty to give individual attention, increased input in paper grading, and allow for innovation in

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English	Scholarly Research: To present appropriate evidence from primary and secondary sources.	Students in four ENG 1213 classes were to complete an annotated bibliography on a focused research topic related to discrimination. This assignment was a preparatory step for a research paper. Students were to use a variety of research methods and critical thinking skills to narrow the assigned subject to a workable topic; locate sources on that topic; evaluate each source to determine its appropriateness for a college-level research assignment; analyze the relevance of the source to the research topic; summarize the content of the source, particularly as that content relates to the research topic; select eight sources that would synthesize well; and present those sources in an appropriate	Students were judged on the quality, relevance, and, to a lesser degree, variety of their sources; the effectiveness of their summaries; and the precision of their bibliographic format.	81	61	No Change	opportunities for diverse learning. 4 of the 20 who failed this assignment failed because of plagiarism. Students steal summaries from other people's annotated bibliographies online, book jackets, abstracts in online databases, etc. I continue to discuss ethical behavior, plagiarism and documentation in class; assign readings on these topics; include a a plagiarism statement and the TCC Statement on Academic Integrity in my syllabus; require students to submit assignments to Safe Assignment; etc. The prevalence of this problem in all courses points to the continuing need for more institutional awareness of this issue, and institutional efforts to fight this problem, because this issue cannot just be fought in individual	teaching. (1.) None: (2.) None: (3.) None:

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		professional format, specifically MLA annotated bibliography format.					classrooms alone. In addition , we need to continue to provide excellent, vetted library resources, both print and online, and continue to provide professional development and support for our excellent librarians, for the benefit of our students, who need as much support as possible in learning how to do scholarly, ethical research.	

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## Spring 2006 Fire and Emergency Services Technology Assessment Report

<b>Discipline/ Program</b>	<b>Goal/ Competency</b>	<b>Assessment Activity</b>	<b>Performance Criteria</b>	<b>Number Assessed</b>	<b>Number Successful</b>	<b>Instructor Action</b>	<b>Institutional Action</b>	<b>Designated Needs</b>
Fire and Emergency Services Technology	Demonstrate familiarity with a wide variety of fixed fire protection systems.	Students were expected to become familiar with several types of fixed fire protection systems, including residential fire sprinkler systems. Students were expected to make inferences concerning residential sprinkler systems and to synthesize related and fragmented information based on the information available in the textbook and through individual research into the subject.	Students were asked to identify the reasons why most jurisdictions in the United States have not mandated the use of residential sprinkler systems in new construction, when they have a demonstrated ability to substantially reduce the number of fire deaths in the U.S. The answer to this question was not directly available in the textbook, although information in the text provided some information upon which inferences could be made. Answering the question required an analysis of the information available in the text, making inferences from that material, conducting research into the subject, synthesizing related and fragmented material on the	40	36	No Change	No action required. The success rate is reasonable and within expectations.	(1.) Professional Development - External: Opportunities for attending professional seminars and workshops would be helpful. (2.) Class Size: Smaller class sizes would facilitate communications with individual students. (3.) None:

**Discipline/  
Program**

**Goal/  
Competency**

**Assessment  
Activity**

**Performance  
Criteria**

**Number  
Assessed**

**Number  
Successful**

**Instructor  
Action**

**Institutional  
Action**

**Designated  
Needs**

subject, and  
forming  
conclusions.

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## Spring 2006 Geography Assessment Report

<b>Discipline/ Program</b>	<b>Goal/ Competency</b>	<b>Assessment Activity</b>	<b>Performance Criteria</b>	<b>Number Assessed</b>	<b>Number Successful</b>	<b>Instructor Action</b>	<b>Institutional Action</b>	<b>Designated Needs</b>
Geography	Students by application of gained knowledge from text, lecture, and other technologies will explain phenomena location ("why") in a manner that displays knowledge of cultural and natural factors and processes responsible.	Interview a person of a different religious faith than yours. Then, write a paper describing the religion, the interview, and what you learned doing this lesson.	The stated goal which Geography was given was to "Demonstrate effective communication skills." The criteria was to present a coherent, well-organized, informative, and well-researched paper about the chosen religion, and also to give an idea of what the person interviewed thought about it.	21	20	No Change	None required.	(1.) None: (2.) None: (3.) None:
Geography	Students by answering well framed test questions, given as objective or essays, will manifest a clear ability to critical think.	The students were asked to write a two-page essay about globalization. They were expected to discuss the many issues surrounding globalization that we discussed in class. For example, they were asked to present at least three benefits and three disadvantages of globalization; to point out how individuals, companies, and/or countries	The students were asked to consider a list of questions that I presented in the assignment as well as reflect upon our class discussions and course content. They were expected to be able to organize their thoughts and clearly convey them in writing. I expected them to be able to critically think about the issues involved (not just present the issue in	10	10	No Change	At this point, everything is going well with the course and the resources available to me for successful teaching.	(1.) None: (2.) None: (3.) None:

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		<p>(LDCs and MDCs) are affected by this trend; and how they think the ideal of globalization (i.e., "leveling out the playing field") can work in today's world given global inequities. They were also asked to find an example of globalization in a current news source and discuss why they thought it was an example. Furthermore, they were asked to give their own opinions on whether globalization is a good, bad, or somewhere in between way for the world to function.</p>	<p>black-and-white terms) and be able to discuss them in a logical manner.</p>					

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## Spring 2006 History Assessment Report

<b>Discipline/ Program</b>	<b>Goal/ Competency</b>	<b>Assessment Activity</b>	<b>Performance Criteria</b>	<b>Number Assessed</b>	<b>Number Successful</b>	<b>Instructor Action</b>	<b>Institutional Action</b>	<b>Designated Needs</b>
History	In the discipline of history, the students will demonstrate an adequate use of effective communication skills.	As part of Exam, chapters 1-4, the students were to use an essay format to defend or refute the following quote by A. Lincoln using data from all four chapters. The quote was: "No man is good enough to govern another man, without that other's consent." The chapters tested covered material from the original settlers to the Americas, to the earliest European exploration & colonization through the French & Indian Wars, 1689-1763.	Use of the formal essay format. Defense of a thesis using supporting data from the text, lectures and outside sources including the student's life experiences. The essay was 10% of a 100 point objective exam.	10	8	No Change	Other than continued comp courses and English courses, no additional institutional action is required.	(1.) None: (2.) None: (3.) None:
History	In the discipline of history, the students will demonstrate an adequate use of effective communication skills.	During the Chapter on World War II I presented them with two women who had served in the military during that time period. They were to research a question for the speakers and to ask it in class. Their assignment was to be able to	Their questions had to be written as well as asked. The questions had to deal with the time period and be of a serious nature.	15	15	No Change	The students earned 5 points for participation. All participated in an adequate and informative manner.	(1.) None: (2.) None: (3.) None:

<b>Discipline/ Program</b>	<b>Goal/ Competency</b>	<b>Assessment Activity</b>	<b>Performance Criteria</b>	<b>Number Assessed</b>	<b>Number Successful</b>	<b>Instructor Action</b>	<b>Institutional Action</b>	<b>Designated Needs</b>
History	For a given period in history, the students will demonstrate an adequate knowledge of the significant events, ideas, behaviors and institutions that make up the historical process.	ask a thoughtful, research question of the presenters and participate in a discussion of the issues of World War II.  Students were asked to write a brief essay using the following: "In a short essay, four to six paragraphs, describe and analyze events and actions that led up to the Civil War. Write on significant events, ideas, behaviors, institutions, and individuals that created this historical process. Give your personal opinions at the conclusion of your essay."	Students were judged successful if they exhibited a clear indication that they understood material they presented, accurately described individuals and events during the time frame, and considered the historical process in the writing of their essays.	22	20	No Change	Continuing to maintain the internet/media centers in the classroom is extremely helpful in classes such as American history. A wide variety of maps would be very useful, as well. The new materials that are now being added to the media catalog, as well as some of the older materials, aid in creating the right atmosphere for some of the historical periods and events.	(1.) Instructional Equipment: (2.) None: (3.) None:
History	In the discipline of history, the students will demonstrate an adequate use of effective communication skills.	Students were given the opportunity to view the video "Paper Clips" as an extra credit assignment. After viewing the film, they were to write a one page paper with their observations.	The criteria for assessment included writing the paper but also the student's interpretation of the events in the film. Students were given the opportunity to express their opinion of the film and their reaction to the content. I appreciated their efforts. The papers I received	17	11	I am considering adding this assignment to future classes.	I would like to have this film added to our excellent LRC collection.	(1.) None: (2.) None: (3.) None:

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History	For a given period in history, the students will demonstrate an adequate knowledge of the significant events, ideas, behaviors and institutions that make up the historical process.	I am checking for correct responses on items taken from the last quiz and from the final: The country which was invaded by Germany in 1914, the great power that asked for a declaration of racial equality to be in the League of Nations charter, the name of the great power that refused to take a Mandate for Armenia in 1920, the country whose army seized Chinese Manchuria in 1931, the country where Guernica was located, the nation invaded by Germany at the start of WWII in Sept 1939, the nation where the D-Day invasion occurred, the Caribbean location of Soviet missiles in 1962, the author of "The Second Sex," the chronological order of three Soviet leaders, the location of Chechnya, and the nation where Lech Walesa led	were the most honest of the semester. Out of the 25 items above, I seek 19 correct; that will be 76%.	3	1	No Change	Nothing obtained from this survey of performance is to be considered as instructive for future activity, due to the small size of this Saturday afternoon class, as only three students remained in the class out of the original seven enrolled. Moreover, one of those three was excessively absent.	(1.) Other: Re-examine Saturday enrollment, should TCC resources be directed to more weeknight classes instead? (2.) None: (3.) None:

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History	In the discipline of history, the students will demonstrate an adequate use of effective communication skills.	<p>a "Solidarity" movement. Also, I am looking for correct present-day map citations for thirteen largely new or reconstituted eastern European nations.</p> <p>The assessment of effective communication skills was based on student responses to one essay question in the fourth of five major semester exams. Each exam consists of 50 multiple choice questions and one essay chosen from among three possible questions worth 25% of the exam score. One of these essays on the fourth exam was isolated and used to measure effective communication skills. The essay measured the ability of the student to understand and communicate the substance and significance of complex issues in American history.</p>	<p>A three point scale was used to measure the success of each student. Three was the highest score available and indicated that the student demonstrated a high level of ability to achieve the measured objectives. Two was the intermediate level of performance, indicating an understanding of the relevant ideas and concepts based on a more limited knowledge of the subject. These students didnot, however, demonstrate the complete comprehension of the material that those in category three had obtained. A student in category two or three did demonstrate an adequate level of</p>	21	14	No Change	None	<p>(1.) None: (2.) None: (3.) None:</p>



Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
History	In the discipline of history, the students will demonstrate an adequate use of effective communication skills.	Effective Communication:	<p>effective communication skills. Students measured as a level one did not demonstrate an adequate level of effective communication skills in this exercise. Out of 21 students in this sample, 12 achieved at level 3 (57.1%), 2 achieved at level 2 (9.5%), and 7 (33.3%) at level one. Most spent twenty-five to thirty minutes on the essay portion of this exam. The specific question I used for this exercise was: "Discuss the three major civil rights laws passed in the 1960s (1964, 1965, 1968), including the terms or provisions of each law and their significance.</p> <p>The students were asked to choose an article from a newspaper, magazine, periodical, historical journal, pamphlet and any legitimate internet news source. Once they chose an article, they organized a</p>	22	19	In future classes, I will allow more opportunities for students to get involved in activities that will allow them to demonstrate what they are learning in the class-room. I believe that it would bring more life to the class-room and	If I take advantage of the opportunities that are provided by the institution through professional development, I will have the tools necessary to structure my classes to include more student interaction and develop effective	(1.) None: (2.) None: (3.) None:

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			<p>coherent and unified written description of what they read and presented an oral presentation in class to an audience of their peers. The topics ranged from politics to issues concerning our economy.</p> <p>In this activity, they were able to make comparisons of historical events they read about in the text book. They understood that they are witnessing history in the making and that history is past, present and future. The class came alive with this activity!</p>			allow the students to be more involved in the learning process.	communication among the students.	
History	In the discipline of history, the students will demonstrate an adequate use of effective communication skills.	I assigned a Power Point Presentation. Students were required to research and present an assigned topic to the class. This was an excellent assignment for effective communication. Students not only had to use critical thinking skills in order to decide what to include, but they also had to get	Power Point Teams were required to prepare a 12 slide presentation overan assigned topic dealing with the Vietnam Conflict. Students had to answer several key points such as the background to their topic, impact at the time, and impact/connection to the world	9	9	One change I will consider in the future -- make sure the equiptment IS functioning. The usb port for the flash drives didn't work well with the computer in the room. Students managed to overcome this by emailing the presentations to themselves as a back up. Also, the staff at West campus is very	We do need a new computer in West campus room L-102. Power Point is easily available in the labs and LRC. Students should have no trouble with this sort of assignment.	(1.) None: (2.) None: (3.) None:

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		up in front of the class and present their topics. Many had never been up in front of a class before, so this was an experience for them. It also is a good assignment for expanding computer skills.	today. They were also required to use visuals. They had to give the presentation in class. They also had to evaluate the presentations of their classmates.			helpful in solving any any technology crisis.		
History	In the discipline of history, the students will demonstrate an adequate use of historical reasoning or critical thinking skills.	Research Assignment of a Historical Topic from Assigned List	Research and Review three journal articles or books: cite each source using MLA format, give summary of topic in own words, critically analyze each article by answering the following questions: Is the article or book reliable? If so, why. Do the sources agree or disagree? Do they present the same interpretation as the textbook? Did you notice specific examples of bias? Was the information presented logically? Did one source stand out as superior to the others in content or interpretation? What were your personal conclusions?	12	12	Continue to incorporate similar assignments and essay questions on exams.	I think that TCC has excellent backup for this assignment with the new library at Metro campus and the excellent staff who always go out of their way to help with assignments ( I get this information from my students). Thanks, KC	(1.) None: (2.) None: (3.) None:
History	In the discipline of history, the students will	Students research a chosen person	Students must be able to relate information	35	35	No Change	No Institution action is recommended	(1.) None: (2.) None: (3.) None:

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	demonstrate an adequate use of effective communication skills.	from History within a 3-Phase Research Project. The first phase concerns Internet research on the background of the hisorical figure. Each student must give an oral presentation on this background information.	through Power Point or some other computer generated format. They must be able to relate the following information: Name, dates of birth and death, nationality, field, childhood background, prizes, awards, and honors. Each student must get up in front of the class, to get credit for the presentation.				this particular project.	
History	In the discipline of history, the students will demonstrate an adequate use of effective communication skills.	Students will demonstrate the ability to thoroughly and completely respond in writing to questions concerning major issues in Oklahoma History.	Students who make at least 28/40 on the essay section of their exams will be considered to have successfully met this goal. Students who make less than 28/40 on the essay section of their exams will not have met this goal.	9	7	Additional feedback concerning essays will be provided in the comment spaces on the Blackboard gradebook for each student. If students are not able to meet this criteria, they will be also be contacted privately by the instructor and suggestions for improvement will be offered.	None.	(1.) None: (2.) None: (3.) None:

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## Spring 2006 Human Resources Assessment Report

<b>Discipline/ Program</b>	<b>Goal/ Competency</b>	<b>Assessment Activity</b>	<b>Performance Criteria</b>	<b>Number Assessed</b>	<b>Number Successful</b>	<b>Instructor Action</b>	<b>Institutional Action</b>	<b>Designated Needs</b>
Human Resources	Apply fundamentals of labor management and develop appropriate analyses and documentation essential in the collective bargaining process.	Observed Students in class activity where students negotiated new contract between Ford Motor and UAW. Also observed students in regard to hearing two guest speakers from local Ford Glass Company where one person represented Ford and the other represented the UAW	Observed progress in negotiations, primarily in learning diplomacy	10	7	Diplomacny seemed limited so brought in guest speakers who negotiated union contracts as professionals	No action needed. However, will bring in more HR professionals and union reps in next class on labor relations	(1.) None: (2.) None: (3.) None:

## Spring 2006 Humanities Assessment Report

<b>Discipline/ Program</b>	<b>Goal/ Competency</b>	<b>Assessment Activity</b>	<b>Performance Criteria</b>	<b>Number Assessed</b>	<b>Number Successful</b>	<b>Instructor Action</b>	<b>Institutional Action</b>	<b>Designated Needs</b>
Humanities	Demonstrate relationships among the arts, society and its cultural context.	Write a paper on the theme of Duty vs. Passion as it plays out in the literature that we have discussed in class. More specifically, describe the opinions of works from the Classical era & of the Troubador Romantics, criticising the strong and weak points of each and discussing how each era's works reflects it's culture's values.	Graded the students upon their reading comprehension, writing, and critical skills, as well as on their ability to draw on divergent materials (i.e. Epic poems, Arthurian Romances, Troubadour Ballads, ect.) to support a point.	11	8	No Change	Please require everyone to take a Comp class in their first semester! This classes writing skills were pretty minimal, in some cases, although they did fairly well in all other aspects of the project.	(1.) None: (2.) None: (3.) None:
Humanities	Demonstrate relationships among the arts, society and its cultural context.	I gave my students an essay assignment to complete during class at the end of the semester	At the beginning of this semester, I stated that culture is a way of thinking and living, established by a group of people, and transmitted from one generation to the next. In other words, it is the basis of commual life. I also stated thatg a culture's values are expressed in its arts, while art is the visual evidence that man has lived.	14	9	I will place more emphasis on the relationships between the arts and society.	No action is needed	(1.) None: (2.) None: (3.) None:

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
Humanities	Analyze a specific creative form of expression	Attend and react to a cultural event.	Briefly describe how you have discovered the relevance of the above statements through some civilization that we have studied. Reaction essay	17	17	No Change	For discussion purposes, it would be beneficial to have less students and desks that could be easily moved into discussion groups.	(1.) Instructional Equipment: new desks (2.) None: (3.) None:
Humanities	Analyze a specific creative form of expression	To augment the class discussion of Classicism, students were asked to visit the Philbrook Museum of art. They were asked to complete one of the following tasks: 1) Describe three examples of architectural elements at the museum that have similarities to the Doric, Ionic, or Corinthian orders. Explain where these elements were found in the museum, how they compare and contrast with examples from the text, and why they were used in the construction of this 1920's	Understanding of the term Classical Understanding and familiarity with architectural orders--Doric, Ionic, Corinthian Ability to draw comparisons between art created in the Classical period and art created in the 19th and 20th centuries Use and understanding of artistic vocabulary used in formal analysis--form, content, line, etc... Effective written communication	16	8	No Change	Of the 8 students who were not successful, 6 failed to turn in the assignment, 1 student did not follow the instructions, and 1 student lacked the understanding of what is meant by the term "Classical."	(1.) None: (2.) None: (3.) None:

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
Humanities	Demonstrate relationships among the arts, society and its cultural context.	home. Students were asked to consider the effect these architectural elements would have upon the viewer. 2) Choose a sculpture in the museum. Formally analyze the sculpture and then compare it with a classical sculpture from the text. Points of comparison/contrast might include: material used, sense of movement, emotionalism, subject matter, anatomical representation, realism or naturalism, idealism, and/or abstraction. Students wrote an essay that applied the Greek concept of moderation in all things (sophrosyne) to other cultures we studied.	1. The student covered all seven cultures; answered the question fully; gave two examples for each culture to support their general statement. 2. The student addressed most of the cultures; partially answered the question; gave some examples for some cultures in support of the general	11	7	I need to give a preliminary question that will provide a pattern for the students so that they can understand the intent of the question more readily.	None	(1.) None: (2.) None: (3.) None:



Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
Humanities	Analyze a specific creative form of expression	The student was to watch the movie, "To Kill A Mockingbird." He/she was to write an essay to, "Give an example from the film of the following concepts: 1. social status, 2. prejudice, 3. friendship, 4. growing to maturity."	statement. 3. The student approached the question; failed to answer most of the question; gave only one example. 4. The student wrote random unrelated information and no supporting evidence provided. To show that he/she had understanding of the assignment and had successfully completed it, he/she would have to be able to give an example of each of the four concepts. If the student failed to complete all four concepts asked for in the essay, then the activity had not been successfully completed.	16	16	No Change	To make sure the students had a complete understanding including a time for asking questions, about the assignment. If the class is taught as a fast track, to make sure that there is a room available in which each student has access to a computer.	(1.) None: (2.) None: (3.) None:
Humanities	Articulate the relevance to their lives of concepts and/or values found in the Humanities.	Write a short paper assessing Margaret Atwood's "The Handmaid's Tale."	Students were asked to tell me what moved them. What they thought was interesting or unusual. How does the story parallel with the climate in the U.S. today. What was your impression/personal thoughts regarding the	14	14	No Change	N/A	(1.) None: (2.) None: (3.) None:

<b>Discipline/ Program</b>	<b>Goal/ Competency</b>	<b>Assessment Activity</b>	<b>Performance Criteria</b>	<b>Number Assessed</b>	<b>Number Successful</b>	<b>Instructor Action</b>	<b>Institutional Action</b>	<b>Designated Needs</b>
Humanities	Analyze a specific creative form of expression	2-page expository essay in response to Vicki Goldberg's "Introduction" to <u>Nude Sculpture: 5,000 Years</u> . Students are asked to respond to the reading in the first person after they have examined David Finn's photographs of nude sculptures. Some will also read the "Photographer's Preface." Their specific focus is left open. Different cultural and religious attitudes about nudity (e.g. pagan vs. Christian) and the distinction between art and pornography, assuming there is one, are common choices.	movie. general essay criteria: clarity, focus, coherence, organization, consistency, tone	13	11	I am still putting together ARTstor folders to support this assignment beyond the <u>Nude Sculpture</u> volume. In future semesters, I plan to integrate more of this material into my syllabus. Since we had to scramble to get a copy of the Goldberg/Finn book this semester (the public library copy has gone missing and this meant some private purchases until the LRC had its own copy) the timing of this assignment wasn't optimal and students had to work independently. The due dates were also pushed back too far. I added this assignment to the HON HUM I syllabus in response to student interest this semester. Otherwise, I have used it only in Hon HUM 2.	None at this point. The book is now part of the Metro LRC/Library collection (Thanks!). I expect to keep it on reserve and to use it for both HON HUM survey courses at different points in the semester.	(1.) None: (2.) None: (3.) None:
Humanities	Analyze a specific creative form of expression	2-page expository essay in response to Vicki Goldberg's	general essay criteria: clarity, focus, coherence, organization,	9	8	I am still putting together ARTstor folders to support this	None at this point. The book is now part of the Metro	(1.) None: (2.) None: (3.) None:

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
		<p>"Introduction" to _Nude Sculpture: 5,000 Years_ Students are asked to respond to the reading in the first person after they have examined David Finn's photographs of nude sculptures. Some will also read the "Photographer's Preface." Their specific focus is left open. Different cultural and religious attitudes about nudity (e.g. pagan vs. Christian) and the distinction between art and pornography, assuming there is one, are common choices.</p>	<p>consistency, tone</p>			<p>assignment beyond the _Nude Sculpture_ volume. In future semesters, I plan to integrate more of this material into my syllabus. Since we had to scramble to get a copy of the Goldberg/Finn book this semester (the public library copy has gone missing and this meant some private purchases until the LRC had its own copy) the timing of this assignment wasn't optimal and students had to work independently. The due dates were also pushed back too far. Next time around, the essay will be due during the first half of the semester.</p>	<p>LRC/Library collection (Thanks!). I expect to keep it on reserve and to use it for both HON HUM survey courses at different points in the semester.</p>	

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## Spring 2006 Interior Design Assessment Report

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<b>Discipline/ Program</b>	<b>Goal/ Competency</b>	<b>Assessment Activity</b>	<b>Performance Criteria</b>	<b>Number Assessed</b>	<b>Number Successful</b>	<b>Instructor Action</b>	<b>Institutional Action</b>	<b>Designated Needs</b>
Interior Design	Be knowledgeable of the various methods of compensation and fees for design services.	Students were given an assignment. They were able to choose between two different typical projects for an interior designer. They had to choose which design fee method or combination of methods were appropriate to charge the client of their choice and explain why.	Answers were to be at least one paragraph typed and word processed. Students were to use class notes and the text to support their decisions.	12	12	No Change	The text provided for this class provides excellent explanations for each design fee.	(1.) None: (2.) None: (3.) None:

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## Spring 2006 International Languages Assessment Report

<b>Discipline/ Program</b>	<b>Goal/ Competency</b>	<b>Assessment Activity</b>	<b>Performance Criteria</b>	<b>Number Assessed</b>	<b>Number Successful</b>	<b>Instructor Action</b>	<b>Institutional Action</b>	<b>Designated Needs</b>
International Languages	Have a measurable proficiency in reading and writing skills in the target language.	Students enrolled in ITA 2113 both on-site at TCC and at OSU via ITV read excerpts from novels, short stories, and newspaper articles in Italian. These detailed and descriptive readings were read-aloud in class and then discussed over a period of two-week intervals. These texts were non-technical samples of the target language.	The students were interviewed in Italian about what they had read in Italian. Their oral responses to the questions as well as essays and written responses in Italian were the assessment criteria. The ITV student could express himself equally well via the camera as well as by written Italian responses which were faxed to me.	8	8	No Change	The plan is to continue the use of authentic Italian texts which are not technical to help students read and recognize varied styles of writing in the target language. Reading in the target language get easier with repetition and in-class discussion.	(1.) None: (2.) None: (3.) None:
International Languages	Read non-technical samples of the target language (French, German, Italian, Japanese, Russian, or Spanish) with comprehension.	Read an article from a French newspaper	1) Each student had to give an oral synopsis of the article. 2) Each student had to answer questions to illustrate his/her understanding. 3) Students had to discuss the content of the article as a group.	8	6	No Change	I will continue to give reading assignments on a regular basis	(1.) Media Resources: (2.) Computer Technology / Software: (3.) None:
International Languages	Demonstrate knowledge of geographical information for the country (countries) associated with	Interview native Speaker to learn about cultural differences	one hour interview and a written paper , discussion group in the class	4	4	No Change	none	(1.) None: (2.) None: (3.) None:

<b>Discipline/ Program</b>	<b>Goal/ Competency</b>	<b>Assessment Activity</b>	<b>Performance Criteria</b>	<b>Number Assessed</b>	<b>Number Successful</b>	<b>Instructor Action</b>	<b>Institutional Action</b>	<b>Designated Needs</b>
International Languages	the target language (French, German, Italian, Japanese, Russian, or Spanish).  Read non-technical samples of the target language (French, German, Italian, Japanese, Russian, or Spanish) with comprehension.	Reading 2 articles in Russian: one on elections in Belarus(150words) another on history of Russia(100words) ) students were given a 50min. period for each article, they could use dictionaries for one and no dictionary for the 2nd one. On the 2nd one they had to give a synopsis of the article.	100 points given for" A" translation; 90-for "B", and so on. The 2nd one-it was given for closeness to the text_100-80pts.	6	6	No Change	TCC needs to offer a Russian Translation course which can be substituted for Intermediate Russian 1 for a Russian certificate.	(1.) Student Advisement / Placement: Counsellors should advise the students to take rare languages like Russian instead of steering them away from those languages. (2.) None: (3.) None:

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## Spring 2006 Interpreter Education Assessment Report

<b>Discipline/ Program</b>	<b>Goal/ Competency</b>	<b>Assessment Activity</b>	<b>Performance Criteria</b>	<b>Number Assessed</b>	<b>Number Successful</b>	<b>Instructor Action</b>	<b>Institutional Action</b>	<b>Designated Needs</b>
Interpreter Education	Identify organizations, services, and publications in the Deaf community.	Students had to write three short papers on topics related to Deaf Culture including education, community based organizations, and local resources by doing research on the Internet, the LRC and MCLC and personal interviews with community representatives  Students also had to do a 7 minute powerpoint presentation on a specific aspect of Deaf Culture.	The papers had to follow the MLA style of research and documentation. The papers were graded on quality of information and correct usage of the English language.  The powerpoint presentation was based on the quality of the powerpoint presentation itself as well as the quality of the delivery of the information before the class. The speech (presentation) was based on componets used to judge a speech (similar to those used in a Speech class.).	10	10	No Change	I will keep the same assignment for the next semester.	(1.) None: (2.) None: (3.) None:
Interpreter Education	Identify organizations, services, and publications in the Deaf community.	Given questions about organizations and publications within the Deaf community and interpreting profession, the student will correctly identfiy the agency/publication and it's	There were four questions on the mid-term examination which addressed this competency. Students were scored correct/incorrect. Students were assessed 100%, 75%, 50%, 25% or 0. 75% was	8	7	No Change	Continue to support instructor attendance at the CIT convention every two years. This is where we learn the newest trends in the field of interpreter education: texts, materials, technology,	(1.) Professional Development - External: Attendance at the Conference of Interpreter Trainers (2.) Computer Technology / Software: Continue to upgrade faculty

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
		function.	passing.				teaching strategies, etc.	computers for online course (3.) None:

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## Spring 2006 Journalism and Mass Communications Assessment Report

<b>Discipline/ Program</b>	<b>Goal/ Competency</b>	<b>Assessment Activity</b>	<b>Performance Criteria</b>	<b>Number Assessed</b>	<b>Number Successful</b>	<b>Instructor Action</b>	<b>Institutional Action</b>	<b>Designated Needs</b>
Journalism and Mass Communications	Gained marketable skills in his or her chosen Journalism/Mass Communication emphasis area (print journalism, broadcast journalism or advertising/public relations).	Students were given five tests and three video editing projects to complete using Final Cut Pro, popular editing software used in many professional settings.	Tests measured students understanding of television production from daily news production to major event field productions. The tests also measured knowledge of cameras, microphones, lights and other equipment and procedues used in professional television productions. Students also proved their skills by editing three video projects that progressively demanded higher levels of skills taught such as properly cutting video, properly matching video to sound and the professional way to shoot video with a DV (digital video) camera, microphone, lights and tripod. Top performing students created a professional quaility final project worthy of an audition tape	6	5	I would grade the class a little harder next time.	It is very important to supply the DVD that accompanies the textbook. This DVD is the Zettl Video Lab, 3.0. This will allow the instructor to better show the studios, equipment, and processes taught.	(1.) Professional Development - External: Zettl Video Lab, 3.0 DVD (2.) None: (3.) None:

**Discipline/  
Program**

**Goal/  
Competency**

**Assessment  
Activity**

**Performance  
Criteria**

**Number  
Assessed**

**Number  
Successful**

**Instructor  
Action**

**Institutional  
Action**

**Designated  
Needs**

for employment.  
Other students  
showed  
substantial  
knowledge and  
improved skills.

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## Spring 2006 Law Enforcement Assessment Report

<b>Discipline/ Program</b>	<b>Goal/ Competency</b>	<b>Assessment Activity</b>	<b>Performance Criteria</b>	<b>Number Assessed</b>	<b>Number Successful</b>	<b>Instructor Action</b>	<b>Institutional Action</b>	<b>Designated Needs</b>
Law Enforcement	Understand basic common law and statutory criminal law.	Students were asked an application question (multiple choice) with four sub-parts included in a standard examination. The questions requiree them to understand and apply the elements of a comon law crime to the factual scenario presented.	Successful selection of the correct answer in four questions.	17	11	No Change	None indicated	(1.) None: (2.) None: (3.) None:

## Spring 2006 Management Assessment Report

<b>Discipline/ Program</b>	<b>Goal/ Competency</b>	<b>Assessment Activity</b>	<b>Performance Criteria</b>	<b>Number Assessed</b>	<b>Number Successful</b>	<b>Instructor Action</b>	<b>Institutional Action</b>	<b>Designated Needs</b>
Management	Utilize basic organizational skills in the development and presentation of oral communications.	<p>Students were assigned the task of working in a group to create a presentation based on what they had learned in the class, and then presenting that information (as a group) to the other members of the class.</p> <p>This presentation included - for each student - "The three most motivating thing they learned, and Why?", "The three most applicable things they learned, and Why?", and "The three biggest AHHAs they experienced, and Why?". Each student was required to present a portion of the presentation to the class.</p>	<p>In order to be successful, students had to:</p> <ul style="list-style-type: none"> <li>- Participate in the group, creating the presentation.</li> <li>- Include each of the required elements.</li> <li>- Present a portion of the presentation to the class.</li> </ul>	7	7	No Change	N/A	(1.) None: (2.) None: (3.) None:

## Spring 2006 Mathematics Assessment Report

<b>Discipline/ Program</b>	<b>Goal/ Competency</b>	<b>Assessment Activity</b>	<b>Performance Criteria</b>	<b>Number Assessed</b>	<b>Number Successful</b>	<b>Instructor Action</b>	<b>Institutional Action</b>	<b>Designated Needs</b>
Mathematics	Goals 1,2, 3 & 4: (1) Demonstrate knowledge of the interrelationship between college algebra mathematics and other subject areas. (2) Analyze a problem, formulate a plan/process, and then implement it to solve the problem drawing from a wide knowledge base of numerical, symbolic, graphical and logical techniques. (3) Recognize, define, and then communicate in algebraic and/or graphical forms the characteristics and properties of different types of functions and systems studied in College Algebra. (4) Model real world information using different strategies for analyzing data.	Open ended	Open ended	37	23	No Change	No change.	(1.) None: (2.) None: (3.) None:
Mathematics	Goals 1,2, 3 & 4: (1) Demonstrate	Open Ended	Open Ended	23	1	No Change	The institution needs to require	(1.) None: (2.) None:

<b>Discipline/ Program</b>	<b>Goal/ Competency</b>	<b>Assessment Activity</b>	<b>Performance Criteria</b>	<b>Number Assessed</b>	<b>Number Successful</b>	<b>Instructor Action</b>	<b>Institutional Action</b>	<b>Designated Needs</b>
	<p>knowledge of the interrelationship between college algebra mathematics and other subject areas. (2) Analyze a problem, formulate a plan/process, and then implement it to solve the problem drawing from a wide knowledge base of numerical, symbolic, graphical and logical techniques. (3) Recognize, define, and then communicate in algebraic and/or graphical forms the characteristics and properties of different types of functions and systems studied in College Algebra. (4) Model real world information using different strategies for analyzing data.</p>						<p>compliance with the prerequisites for College Algebra. This means not allowing students to sign a waiver if they are not truly prepared for the course.</p>	(3.) None:
Mathematics	<p>Goals 1,2, 3 &amp; 4: (1) Demonstrate knowledge of the interrelationship between college algebra mathematics and other subject areas. (2) Analyze a problem, formulate a</p>	Open-ended	Open-ended	6	3	Optional	Question should be more application based.	<p>(1.) None: (2.) None: (3.) None:</p>

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
Mathematics	<p>plan/process, and then implement it to solve the problem drawing from a wide knowledge base of numerical, symbolic, graphical and logical techniques. (3) Recognize, define, and then communicate in algebraic and/or graphical forms the characteristics and properties of different types of functions and systems studied in College Algebra. (4) Model real world information using different strategies for analyzing data.</p> <p>Goals 1,2, 3 &amp; 4:            (1) Demonstrate knowledge of the interrelationship between college algebra mathematics and other subject areas. (2) Analyze a problem, formulate a plan/process, and then implement it to solve the problem drawing from a wide knowledge base of numerical, symbolic, graphical and</p>	"Open-ended"	"Open-ended"	19	11	No Change	No additional resources or professional development is necessary. This assessment process worked great....would not change it.	(1.) None: (2.) None: (3.) None:

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
Mathematics	<p>logical techniques. (3) Recognize, define, and then communicate in algebraic and/or graphical forms the characteristics and properties of different types of functions and systems studied in College Algebra. (4) Model real world information using different strategies for analyzing data.</p> <p>Goals 1,2, 3 &amp; 4: (1) Demonstrate knowledge of the interrelationship between college algebra mathematics and other subject areas. (2) Analyze a problem, formulate a plan/process, and then implement it to solve the problem drawing from a wide knowledge base of numerical, symbolic, graphical and logical techniques. (3) Recognize, define, and then communicate in algebraic and/or graphical forms the characteristics and properties of</p>	<p>Be able to analyze a quadratic function i.e. a revenue function, demand equation, and determine optimum price and revenue from such.</p>	<p>express the revenue as a function of x and the domain of said function determine revenue for a given value of x determine what value of x gives maximum revenue determine the price that should be paid per item</p>	27	19	No Change	<p>if anyone actually reads this please contact me at tnelson@tulsacc.edu or ext. 7250 . . . I'd really love to know!!!</p>	<p>(1.) None: (2.) None: (3.) None:</p>



<b>Discipline/ Program</b>	<b>Goal/ Competency</b>	<b>Assessment Activity</b>	<b>Performance Criteria</b>	<b>Number Assessed</b>	<b>Number Successful</b>	<b>Instructor Action</b>	<b>Institutional Action</b>	<b>Designated Needs</b>
Mathematics	<p>different types of functions and systems studied in College Algebra. (4) Model real world information using different strategies for analyzing data.</p> <p>Goals 1,2, 3 &amp; 4:            (1) Demonstrate knowledge of the interrelationship between college algebra mathematics and other subject areas. (2) Analyze a problem, formulate a plan/process, and then implement it to solve the problem drawing from a wide knowledge base of numerical, symbolic, graphical and logical techniques. (3) Recognize, define, and then communicate in algebraic and/or graphical forms the characteristics and properties of different types of functions and systems studied in College Algebra. (4) Model real world information using different strategies for analyzing data.</p>	<p>Students were given a multi-step problem solving activity using real-world data. They were asked to read the problem, analyze what information was relevant to solving the problem and what information was extraneous, formulate a strategy for evaluation, successfully solve the problem, and communicate their solution in complete sentences. Students were allowed to work individually or in groups.</p>	<p>Goal 1) Success is based on the student's ability to draw on previous knowledge of geometric structures and their properties. Goal 2) Success is based on the student's ability to identify information that was relevant to solving the problem, choosing a problem-solving strategy, and successful implementation of their strategy.</p> <p>Goal 3) Success is based on the student's ability to communicate their solution in a coherent manner and in complete sentences. Goal 4) Success is based on the student's ability to model their solution in multiple formats.</p>	20	18	No Change	No institutional action is necessary at this time.	<p>(1.) Computer Technology / Software: Software that enables students to solve critical thinking problems in a step-by-step process.</p> <p>(2.) Guest Speakers / Field Trips: It would be beneficial to take to the students to a business where these skills are used daily.</p> <p>(3.) None:</p>

<b>Discipline/ Program</b>	<b>Goal/ Competency</b>	<b>Assessment Activity</b>	<b>Performance Criteria</b>	<b>Number Assessed</b>	<b>Number Successful</b>	<b>Instructor Action</b>	<b>Institutional Action</b>	<b>Designated Needs</b>
Mathematics	Goals 1,2, 3 & 4: (1) Demonstrate knowledge of the interrelationship between college algebra mathematics and other subject areas. (2) Analyze a problem, formulate a plan/process, and then implement it to solve the problem drawing from a wide knowledge base of numerical, symbolic, graphical and logical techniques. (3) Recognize, define, and then communicate in algebraic and/or graphical forms the characteristics and properties of different types of functions and systems studied in College Algebra. (4) Model real world information using different strategies for analyzing data.	Students were required to use technology to acquire real world data. They would then use techniques and knowledge obtained in their College Algebra class to make projections based on mathematical equations which they had generated. This activity was used to demonstrate the use of something they had learned in class.	Students were to choose a country and acquire population totals over the last ten years. The students were then to input the data into their graphing calculators to develop a mathematical equation which fits the data. Using the equation they were to project the possible population of that country in 5 years and 10 years. They were to also graph their results.	19	15	No Change	Students have access to online information by using computers at TCC if they don't have access at home or work. All the students had a TI-83 Plus (or higher) graphing calculator which they were able to use with proficiency. Calculators can also be borrowed from the math lab at SE campus.	(1.) None: (2.) None: (3.) None:
Mathematics	Goals 1,2, 3 & 4: (1) Demonstrate knowledge of the interrelationship between college algebra mathematics and other subject areas. (2) Analyze a	To assess the discipline goal of modeling real world information using different strategies for analyzing data, students were given data in chart form. The	To determine if students met the goal, the graph of the data needed to be accurate and to scale using the scale of their choice. Either of the three graphs	5	5	No Change	none	(1.) None: (2.) None: (3.) None:

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
	<p>problem, formulate a plan/process, and then implement it to solve the problem drawing from a wide knowledge base of numerical, symbolic, graphical and logical techniques. (3) Recognize, define, and then communicate in algebraic and/or graphical forms the characteristics and properties of different types of functions and systems studied in College Algebra. (4) Model real world information using different strategies for analyzing data.</p>	<p>left column listed hours spent studying in a computer lab, and the right column listed the corresponding grades received on a test. Students could then choose a type of graph that would best display the data using either a bar graph, a line graph, or a scatter diagram. Students then needed to draw the graph on graph paper, labeling the x and y axes with information, determining a scale on the x and y axes to graph the information, and accurately graphing the data using bars, lines, or points.</p>	<p>could be used to display the given information, but the graphs needed to be labeled correctly, the scale needed to be reasonable, and the graphs needed to be drawn correctly.</p>					

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## Spring 2006 Medical Laboratory/Phlebotomy Technology Assessment Report

<b>Discipline/ Program</b>	<b>Goal/ Competency</b>	<b>Assessment Activity</b>	<b>Performance Criteria</b>	<b>Number Assessed</b>	<b>Number Successful</b>	<b>Instructor Action</b>	<b>Institutional Action</b>	<b>Designated Needs</b>
Medical Laboratory/Phleb otomy Technology	Determine the concentration of clinically significant compounds in clinical chemistry using manual and automated procedures.	Over the semester there are 12 manual laboratory exercises in which students are expected to determine the values of chemistry analytes.	Student results need to be within 10% of assayed values in order to be considered correct for the laboratory exercise. For this assessment, I consider a student successful if he achieves more than 100 points of the 120 points available.	6	6	No Change	The availability of instrumentation in the new MLT lab will make this a more meaningful activity. Manual testing, while instructional, bears no relationship to testing in the clinical laboratory.	(1.) None: (2.) None: (3.) None:
Medical Laboratory/Phleb otomy Technology	Isolate and identify pathological organisms in microbiology by manual and automated methods and test for sensitivity to specific drugs.	Given a variety of "unknowns" the student will correctly identify the organism(s) within 72 hours.	Organism is correctly identified	6	6	No Change	None	(1.) None: (2.) None: (3.) None:

## Spring 2006 Music Assessment Report

<b>Discipline/ Program</b>	<b>Goal/ Competency</b>	<b>Assessment Activity</b>	<b>Performance Criteria</b>	<b>Number Assessed</b>	<b>Number Successful</b>	<b>Instructor Action</b>	<b>Institutional Action</b>	<b>Designated Needs</b>
Music	Participate in appropriate music ensembles.	Students worked on ensemble music originally composed for full string orchestra, piano, or other performance mediums.	Students successfully performed music on the TCC Chamber Music Concert. The applause and feedback of the director of the performing arts division, and other audience members proved that the cello choir was a more than appropriate ensemble to perform such music.	9	9	No Change	Students will receive an A for their outstanding work.	(1.) None: (2.) None: (3.) None:
Music	Interpret and analyze the music student performs or hears, theoretically and historically.	Analyze recital piece for harmonic progressions, historic style and form, then perform the piece for recital with the appropriate style, including notes, rhythm, ornaments, dynamic variation and touch by memory.	Performance in the recital by memory with the appropriate style, notes, rhythm, harmony, ornaments and dynamic variation.	8	8	No Change	Provide at least 4 recital times during the semester for performance.	(1.) None: (2.) None: (3.) None:

## Spring 2006 Physical Education Assessment Report

<b>Discipline/ Program</b>	<b>Goal/ Competency</b>	<b>Assessment Activity</b>	<b>Performance Criteria</b>	<b>Number Assessed</b>	<b>Number Successful</b>	<b>Instructor Action</b>	<b>Institutional Action</b>	<b>Designated Needs</b>
Physical Education	Motor Skills Development: Demonstrate proper technique and training within a discipline	Demonstrations of specific skill steps by students using adult, child and infant mannequins and role play.	A criterion-referenced assessment is used based on established American Red Cross standards of performance. With video enactments, and text skill steps, each student must successfully complete approximately 100 skill steps throughout the course. Examples would be proper hand/finger positioning, depth and timing of chest compressions for victims in cardiac arrest; proper breathing techniques; proper victim preparation and use of an Automated External Defibrillator; proper application of bandages to control bleeding; proper positioning of soft, rigid and anatomic splints to victims of muscle, bone and joint injuries.	10	10	No Change	None at this time. TCC has provided all necessary equipment, including an Automated External Defibrillator training device to ensure each student is able to meet the American Red Cross Standards of skill testing.	(1.) None: (2.) None: (3.) None:

## Spring 2006 Physical Therapist Assistant Assessment Report

<b>Discipline/ Program</b>	<b>Goal/ Competency</b>	<b>Assessment Activity</b>	<b>Performance Criteria</b>	<b>Number Assessed</b>	<b>Number Successful</b>	<b>Instructor Action</b>	<b>Institutional Action</b>	<b>Designated Needs</b>
Physical Therapist Assistant	Competently treat patients, utilizing exercise, physical agents, assistive devices and other treatment procedures and equipment to maintain/restore physical function, promote healing, relieve pain, and improve functional independence.	Lab check out Hot/Cold Modalities - students must assess "mock" patient using scenarios designed to implement Hot or cold modalities from a written PT evaluation and patient history. Students must apply and treat patient in a safe and effective manner.	Students must assess, treat or apply hot or cold modalities following the criteria as set forth in the clinical skills notebook skill #8. All criteria must be met for passing grade.	32	32	No Change	Continue Hot/Cold checkouts as designed using clinical skills notebook as reference.	(1.) None: (2.) None: (3.) None:

## Spring 2006 Physics / Physical Science Assessment Report

<b>Discipline/ Program</b>	<b>Goal/ Competency</b>	<b>Assessment Activity</b>	<b>Performance Criteria</b>	<b>Number Assessed</b>	<b>Number Successful</b>	<b>Instructor Action</b>	<b>Institutional Action</b>	<b>Designated Needs</b>
Physics / Physical Science	Demonstrate proficiency in a physics laboratory	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 phenomenon. In the experiment used for the evaluation students were required to identify the electronic components in a sealed box by using measurements of voltages and 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.	16	16	No Change	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.	(1.) Professional Development - TCC Programs: Some instructors will request additional training at regional and national professional conferences. (2.) Instructional Equipment: Continual replacement of broken, worn out and outdated equipment in the Physics Lab is required. (3.) Computer Technology / Software: Continual updating of computer equipment in the Physics Lab is required.



## Spring 2006 Political Science Assessment Report

<b>Discipline/ Program</b>	<b>Goal/ Competency</b>	<b>Assessment Activity</b>	<b>Performance Criteria</b>	<b>Number Assessed</b>	<b>Number Successful</b>	<b>Instructor Action</b>	<b>Institutional Action</b>	<b>Designated Needs</b>
Political Science	The students will make apparent salient knowledge of past and current economic influences, political arrangements, and social processes.	Students completed a project--using Internet websites and printed materials to: 1)analyze the Federal budget , 2)write letters to members of the U.S. Congress, and 3)write brief critical essays about domestic and foreign policy decisions by former American Presidents, recent U.S. Supreme Court rulings, assisted suicide, and the Federal electoral process.	The ability of the student to prepare a Federal budget which addressed a variety of military and domestic programs and provide a rationale for the position that s/he took in the essays.	24	20	No Change	Include more political science classes with assignments that use electronic database research and computer simulations.	(1.) None: (2.) None: (3.) None:
Political Science	The students will make apparent salient knowledge of past and current economic influences, political arrangements, and social processes.	Our test on political behavior included the following question: There has been a concentration of mass media ownership during the past decade. This has resulted in the public presentation of fewer political viewpoints. Discuss how this affects our democracy. The question was	I used 3 assessment criteria: use of complete sentences; acknowledgment of the fact that our democracy requires the expression of a diversity of citizen opinions; and, discussion of at least one additional fact or insight relevant to the need to be a discerning news consumer.	13	11	I will continue to try to help the students learn to think and to apply information they already have which is not directly related to the current test. I have been formatting a series of political situations to present to the students at the beginning of the semester, to be worked on at	I think the school needs better screening of a student's ability to read and write. Anyone who has only marginal abilities in this regard should be required to be in remedial classes. The reading/writing instructor and the subject instructor should be encouraged to work together	(1.) None: (2.) None: (3.) None:

<b>Discipline/ Program</b>	<b>Goal/ Competency</b>	<b>Assessment Activity</b>	<b>Performance Criteria</b>	<b>Number Assessed</b>	<b>Number Successful</b>	<b>Instructor Action</b>	<b>Institutional Action</b>	<b>Designated Needs</b>
		assigned 3 points, and enough space was left for a very short essay answer.	My standard on complete sentences and the conversation of democracy was absolute. For the third point, I accepted anything else that indicated to me the student understood the mass media situation or the importance of forming sound political opinions. I considered a grade of 2 or 3 points successful; 1 or 0 points failing.			home and in discussion groups throughout the term. I hope these scenarios will help them to think critically, creatively, and comprehensively, and to realize they have an impact on the world beyond their personal lives.	with the student on the subject assignments and tests. I think the student would benefit tremendously from this 3-way interaction. One student who failed the above assessment simply lacks the skills to express himself incoherently in writing. The other is a foreign student whose grasp of English is inadequate for essay writing, though he might do fine on multiple choice tests.	
Political Science	The students will explain definitions of civic responsibility in a democratic republic.	Students studied several well publicized political campaigns and study/follow their progressions/don't fall halfway during their terms in office.	During their research - students had to determine if they could find and/or define the differences between representative and representativeness. Representative - meaning we elect those to represent our interests before the government. The premise is that we would like to think that we elect people that have our best interests at heart. That they would use all of	15	15	No Change	Students gain the knowledge of theory and application by	(1.) None: (2.) None: (3.) None:

<b>Discipline/ Program</b>	<b>Goal/ Competency</b>	<b>Assessment Activity</b>	<b>Performance Criteria</b>	<b>Number Assessed</b>	<b>Number Successful</b>	<b>Instructor Action</b>	<b>Institutional Action</b>	<b>Designated Needs</b>
Political Science	The students will explain definitions of civic responsibility in a democratic republic.	The students will explain definitions of civic responsibility in a democratic republic.	their innate abilities such as bargaining, negotiating, lobbying and adjudicating public policy for the citizenry, but often what we have are those who become elected officials and so where - some how lose sight of their "representativeness"/responsibilities and fall prey to "fat cats and the special interest groups" and can be bought for their vote/influence. The students will study how our government operates and how and why the processes which are established by the U.S. Constitution control the American political system. The class will focus on the executive, legislative, and judicial branch. Students will be tested and given periodic quizzes to evaluate their understanding and knowledge of the government and the U.S. Constitution.	17	17	No Change	Institute more outside reading material and new visual aids, e.g. videos, cds. movies.	(1.) None: (2.) None: (3.) None:
Political Science	The students will explain	Students had to select an article	Criteria was based on their	200	170	No Change	None needed	(1.) None: (2.) None:

<b>Discipline/ Program</b>	<b>Goal/ Competency</b>	<b>Assessment Activity</b>	<b>Performance Criteria</b>	<b>Number Assessed</b>	<b>Number Successful</b>	<b>Instructor Action</b>	<b>Institutional Action</b>	<b>Designated Needs</b>
	definitions of civic responsibility in a democratic republic.	pertaining to government-either by newspaper, internet or magazine-and write their comments about the article. Ten articles for ten weeks throughout the semester. Purpose was to expose students to the world beyond the classroom and the role that the U.S. has in the world	following the proper guidelines as outlined in the syllabus as to form and personal comments. Could choose any government, country or person in government					(3.) None:
Political Science	The students will explain definitions of civic responsibility in a democratic republic.	to analyze polling data relating to a specific election	select a poll analyzing the local mayors race and predict the winner	30	30	No Change	to make the students aware of voting behavior	(1.) None: (2.) None: (3.) None:
Political Science	The students will explain definitions of civic responsibility in a democratic republic.	Critical Thinking Exercise	Read the following article: The American Identity  Copy and answer the following questions into an e-mail to me: (Please note your answers must be a minimum of two complete sentences.)  How does the author define 'being fully American?'  What is the moral decision to being an American?	15	15	No Change	Students must have access to the Internet. Since all students do not have access outside of TCC the FACET lab must have adequate funding to maintain current quality.	(1.) Professional Development - TCC Programs: Enhance teaching / promote professionalism (2.) LRC / Library Resources & Services: Student / Faculty access to resources (3.) Computer Technology / Software: Student / Faculty access

<b>Discipline/ Program</b>	<b>Goal/ Competency</b>	<b>Assessment Activity</b>	<b>Performance Criteria</b>	<b>Number Assessed</b>	<b>Number Successful</b>	<b>Instructor Action</b>	<b>Institutional Action</b>	<b>Designated Needs</b>
			<p>What does the author mean by 'ECLECTICISM AS A VALUE'?</p> <p>According to the author what are the 'limits on authority'?</p> <p>According to the author 'many Americans over the past century have proposed a new view of the State's role.' What is that role and why is it important?</p>					

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## Spring 2006 Psychology Assessment Report

<b>Discipline/ Program</b>	<b>Goal/ Competency</b>	<b>Assessment Activity</b>	<b>Performance Criteria</b>	<b>Number Assessed</b>	<b>Number Successful</b>	<b>Instructor Action</b>	<b>Institutional Action</b>	<b>Designated Needs</b>
Psychology	Students will develop an understanding of core psychological concepts and theories, as well as the scientific study of behavioral and mental processes.	students thru reading the text and discussion in classroom activities should be able to understand the basic principle of general psych to include the historical and contemporary theories in the areas of memory, intelligence developmental, stress and other associated chapters in the text.	Criteria is assessed for understanding by the taking of 9 exams during the semester. One exam per chapter.	22	17	No Change	to be filled in by the institution with any recommended changes	(1.) None: (2.) None: (3.) None:
Psychology	Students will develop an understanding of core psychological concepts and theories, as well as the scientific study of behavioral and mental processes.	Students were asked to design a fake experiment. They were to explain how it would be set up, list variables and factors they have to correct and manipulate. They were to list the independent variable, dependent variable, size of their sample, and explain if they used an experimental group, control group or a placebo.	Would need to be objective and measurable experiment. Student would need to grasp the concept of the format of an experiment. Student was able to correctly label the variables and experiment set up.  I looked over, gave some feedback and some were allowed to further clarify and define for grade.	18	16	No Change	Students need to have reading skills, study skills and ability to think hypothetically.	(1.) None: (2.) None: (3.) None:

<b>Discipline/ Program</b>	<b>Goal/ Competency</b>	<b>Assessment Activity</b>	<b>Performance Criteria</b>	<b>Number Assessed</b>	<b>Number Successful</b>	<b>Instructor Action</b>	<b>Institutional Action</b>	<b>Designated Needs</b>
Psychology	Students will develop an understanding of core psychological concepts and theories, as well as the scientific study of behavioral and mental processes.	Essay question on the test regarding the concept of correlation, the correlation coefficient, and the difference between correlation and cause-effect. This was worth 7 points.	Students who demonstrated a good understanding of the question, as demonstrated by earning 4 or more points on this 7-point question, were evaluated as having demonstrated an adequate understanding of the concept being measured, namely, correlation.	10	2	I will continue what I have done thus far, namely, include the concept of correlation on the review guide and in the discussion board. Next time I will actually say that it will be a discussion question. I will include several questions on the final exam that include the concept of correlation. In this way those students who do not answer the concept adequately the first time will be motivated to review it and try again on the final exam.	I have spoken to the Associate Dean and he understands the results of my assessment and approves my action plan.	(1.) None: (2.) None: (3.) None:
Psychology	Students will develop an understanding of core psychological concepts and theories, as well as the scientific study of behavioral and mental processes.	The class was divided into groups and asked to list a problem that was critical to the adolescent period of development and to then provide recommended solutions to this problem based on their knowledge of developmental psychology.	The students were assessed based upon the relevance of the problem that was selected. They were then rated on the types of solutions chosen to address the problem. And particularly on the likelihood of those solutions being applicable and effective with the adolescent population from a developmental standpoint.	17	16	No Change	No change suggested at this time.	(1.) None: (2.) None: (3.) None:

<b>Discipline/ Program</b>	<b>Goal/ Competency</b>	<b>Assessment Activity</b>	<b>Performance Criteria</b>	<b>Number Assessed</b>	<b>Number Successful</b>	<b>Instructor Action</b>	<b>Institutional Action</b>	<b>Designated Needs</b>
Psychology	Students will develop an understanding of core psychological concepts and theories, as well as the scientific study of behavioral and mental processes.	52% of the questions on test 1 required an understanding, not merely memorization of definitions, or core concepts and theories relevant to the study of development across the lifespan. One of these questions was "Mr. McGinty works with his child, Edward, to put together a new puzzle. Each time Edward tries the puzzle, his father helps him less and less, and he requires less help from his father. This example best supports the _____ view of development put forth by _____."	The students had to know what the different theories of development proposed about learning, and particularly to discern the difference between the Cognitive view by Piaget and the Sociocultural view by Vygotsky through the scenario as given. They also had to eliminate the other two distractors by understanding why Behaviorism and Psychoanalytic theories would not apply.	39	27	No Change	None required.	(1.) None: (2.) None: (3.) None:
Psychology	Students will develop an understanding of core psychological concepts and theories, as well as the scientific study of behavioral and mental processes.	Students were instructed to write four reflection papers during the course. They were to select a topic from the chapter, summarize it for me, state their opinion as far as the strengths and weaknesses and then relate it to their personal lives. The papers were to be two pages a piece in	The papers were to reflect a topic from the chapter, an article, or a video that I reviewed in class. They were to be two pages in length, and there were four papers total. They were to be typed, and I did not accept hand written or late work.	17	14	No Change	I am still dissatisfied in the students writing skills.	(1.) None: (2.) None: (3.) None:



<b>Discipline/ Program</b>	<b>Goal/ Competency</b>	<b>Assessment Activity</b>	<b>Performance Criteria</b>	<b>Number Assessed</b>	<b>Number Successful</b>	<b>Instructor Action</b>	<b>Institutional Action</b>	<b>Designated Needs</b>
Psychology	Students will utilize critical thinking in evaluating psychological theories and research evidence.	length, and were not to be a word for word recitation of the text. If they were not able to tie it in to thier personal lives or give a well educated opinion, they received a reduction in points. The papers were worth 25 points each and were 25% of their total grade. Students are required to critique research journal articles covering topics relevant to psy.	It is expected that students be able to demonstrate an ability to understand complex research. Successful completion of this project is demonstrated by the students submitting a formal critique of a research article published by the American Psychological Association. The student's critique should identify and discuss various parts of the research including identifying the hypothesis that was tested, identifying both the independent and dependent variables, and	18	15	No Change	Offer educational opportunities to faculty in the area of Informational Literacy, including electronic resources and traditional methods of information gathering.	(1.) None: (2.) None: (3.) None:

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
Psychology	Students will develop an understanding of core psychological concepts and theories, as well as the scientific study of behavioral and mental processes.	<p>A homework assignment shortly after the mid-term exam included a question to evaluate students' conceptual understanding of hypothesis testing. A slightly modified version of the same question appears on the final exam.</p> <p>The numbers reported below for "students assessed" and "successful . . ." refers to students who completed the question as homework AND answered the question on the final exam (i.e., matched cases). Because the purpose of discipline goal assessment is to document demonstrated learning of the concept, students who did not attempt to answer the question both times were not included in the evaluation.</p>	<p>interpreting the Results and Discussion Sections of the research study.</p> <p>Time 1 (Homework): A researcher performed a one-tailed hypothesis test using <math>\alpha = .01</math>. For this test, the null hypothesis was rejected. A colleague analyzed the same data but used a two-tailed test using <math>\alpha = .05</math>. In this test, the null hypothesis was not rejected. Can both analyses be correct? Explain your answer.</p> <p>Answer: No, it is not possible that both analyses are correct. The critical region for the two-tailed tests consists of the extreme 2.5% in each tail of the distribution. The two-tailed conclusion indicates that the observed data were not in this critical region. However, the one-tailed test indicates that the observed data were in the extreme 1% of one tail. The</p>	10	5	I will develop a contrived data file that students will use as part of an assignment on hypothesis testing. In the assignment, students will use the contrived data to test directional and non-directional hypotheses while adjusting the alpha level to observe the influence such adjustments might have subsequent inferences.	SPSS license agreement is needed so that the course can be taught in accordance with the course description in the catalog that says, "The student will be using the most current computer software available as a basis for these analyses." TCC has not had an SPSS license agreement that would allow the instruction of SPSS or SAS statistical software as a part of this course. SPSS and SAS are the two most commonly used products in behavioral/social science research.	<p>(1.) Computer Technology / Software: A computer lab populated with SPSS software is needed at the Metro Campus.</p> <p>(2.) Other: See comments on the previous question with regards to "Institutional Action."</p> <p>(3.) None:</p>

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
			<p>observed data cannot be in the extreme 1% of the distribution and at the same time fail to be in the extreme 2.5% of the distribution.</p> <p>Time 2 (Final Exam): A researcher performed a two-tailed hypothesis test using <math>\alpha = .05</math>. For this test, the null hypothesis was rejected. A colleague analyzed the same data but used a one-tailed test using <math>\alpha = .01</math>. In this test, the null hypothesis was not rejected. Can both analyses be correct? Explain your answer.</p> <p>Answer: Yes, it is possible that both analyses are correct. In the two-tailed test using <math>\alpha = .05</math>, the critical value would correspond to <math>\alpha = .025</math> in each tail of the distribution. Likewise, in the one-tailed test using <math>\alpha = .01</math>, the critical value corresponds to that level of significance. Because the</p>					

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
Psychology	Students will utilize critical thinking in evaluating psychological theories and research evidence.	Students will read the article Creating False Memories by Elizabeth F. Loftus (1997) and write a paper answering several questions from information in the article. Specific content should include a discussion of human memory, such as how false memories can be created, and implications for society as to eyewitness testimony, investigations, and other social issues.	critical value associated with $\alpha=.01$ is more extreme than the critical value associated with $\alpha=.025$ (i.e., further out in the tail of the distribution), it is less likely that the researcher would reject the null hypothesis when $\alpha=.01$ . However, it is possible that the conclusion was to reject the null hypothesis when $\alpha=.05$ because that decision would require a smaller observed value for the test statistic.  The following questions were used to determine students' demonstration of utilizing critical thinking in the evaluation of a psychological theory and research evidence. Did the student: 1. Identify the main point of this article 2. Discuss the methods used in the experiments about planting memories about experiences shortly after birth	10	8	No Change	None at this time.	(1.) None: (2.) None: (3.) None:

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
			<p>(who participated; what did they do)</p> <p>3. Discuss and identify what Loftus concluded based on her review of false memory research</p> <p>4. Discuss the implications of this research for eyewitness testimony in court cases</p> <p>5. Discuss the implications of this research for eyewitness testimony in accident investigations</p> <p>6. Discuss how understanding of memory changed due to reading the article</p> <p>7. Reflect his or her ability to critically analyze the article and use the information at a college level</p> <p>8. Follow assignment guidelines (i.e., correct formatting; proper use of quotes; answered all questions)</p> <p>9. Produce a paper with overall technical quality (i.e., spelling, grammar, clear organization of</p>					

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			ideas) 10. Produce a paper with adequate content, evidence of critical thinking, and assimilation of ideas  Each of the above criteria was graded on a 5-point Likert scale from 0 (poor) to 5 (excellent). Students who received 80% or above (40 points – 50 points) were considered successful.					
Psychology	Students will develop an understanding of core psychological concepts and theories, as well as the scientific study of behavioral and mental processes.	Part of the course requirements included a written critical thinking assignment that was submitted through Safe Assignments on Blackboard. Students were directed to go to <a href="http://www.socialpsychology.org">www.socialpsychology.org</a> , read about Phillip Zimbardo's famous Stanford Prison Experiment, and respond to 4 specific questions, applying course concepts and critical thinking. An important part of the	Grading criteria was documented within the assignment details. Correctly citing the reference (the textbook in this assignment) constituted 10% of the assignment grade.	16	6	In the next online Social Psychology course I teach, I'll attempt to be more specific about APA documentation, and include more examples of appropriate documentation or direct students to other sources that exemplify correct documentation of sources used for research purposes.	None	(1.) None: (2.) None: (3.) None:

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Psychology	Students will develop an understanding of core psychological concepts and theories, as well as the scientific study of behavioral and mental processes.	assignment included documenting, in APA format, the sources used and the course textbook. Test performance without the consideration of extra credit, attendance, or any non-academic skills.	Studnet must meet or exceed 70% on testing average.	111	47	No Change	?	(1.) Professional Development - External: (2.) Professional Development - TCC Programs: (3.) None:

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## Spring 2006 Radiography Assessment Report

<b>Discipline/ Program</b>	<b>Goal/ Competency</b>	<b>Assessment Activity</b>	<b>Performance Criteria</b>	<b>Number Assessed</b>	<b>Number Successful</b>	<b>Instructor Action</b>	<b>Institutional Action</b>	<b>Designated Needs</b>
Radiography	Scientifically select the proper technical factors to produce the highest quality radiographs with the lowest possible radiation exposure to the patient.	Scientifically select the proper technical factors to produce the highest quality radiographs with the lowest possible radiation exposure to the patient.	1. Use of classroom multimedia lecture and traditional instruction 2. Application of technical theory performed in radiography laboratory	34	34	I would like to incorporate the use of virtual x-ray simulation for the following reasons: 1. It is a faster and more effective way to demonstrate changes in variable factors applied to the imaging technique 2. The use of the software could expedite student throughput 3. The use of the software would be more cost effective than maintaining extra film, processing chemicals and supplies within the lab. 4. The use of this software enables the students to have a better understanding of the technology they are normally exposed to within their respective clinical settings. (The equipment available in our radiography lab is very outdated, we still use fractions).	It would be very helpful if the college could provide the means to purchase x-ray simulation software along with several licenses for its use. The effects would be immediate and the level of understanding more apparent.	(1.) None: (2.) None: (3.) None:



## Spring 2006 Religious Studies Assessment Report

<b>Discipline/ Program</b>	<b>Goal/ Competency</b>	<b>Assessment Activity</b>	<b>Performance Criteria</b>	<b>Number Assessed</b>	<b>Number Successful</b>	<b>Instructor Action</b>	<b>Institutional Action</b>	<b>Designated Needs</b>
Religious Studies	Use of vocabulary proper to religious studies	Unannounced vocabulary quiz. These were terms used at least once during the semester and defined on the board by the instructor.	7 out of 10 terms must have been correctly defined.	7	7	No Change	Based on the assessment, I would have the school purchase more films for the Religion in Film class, so as to broaden the experience of student-scholars.	(1.) None: (2.) None: (3.) None:

## Spring 2006 Sociology Assessment Report

<b>Discipline/ Program</b>	<b>Goal/ Competency</b>	<b>Assessment Activity</b>	<b>Performance Criteria</b>	<b>Number Assessed</b>	<b>Number Successful</b>	<b>Instructor Action</b>	<b>Institutional Action</b>	<b>Designated Needs</b>
Sociology	Demonstrate mastery of selected sociological concepts and principles.	One multiple choice and one matching examination.	Did the student correctly identify at least 70% of the terms on both exams?	17	8	I will utilize strategies to have students ground the concepts in their own personal experience. I will also shift to weekly term exams.	None.	(1.) None: (2.) None: (3.) None:

## Spring 2006 Speech Assessment Report

<b>Discipline/ Program</b>	<b>Goal/ Competency</b>	<b>Assessment Activity</b>	<b>Performance Criteria</b>	<b>Number Assessed</b>	<b>Number Successful</b>	<b>Instructor Action</b>	<b>Institutional Action</b>	<b>Designated Needs</b>
Speech	Students will demonstrate appropriate skills in delivery of extemporaneous oral presentations.	An informative Speech that a student knows about or want to know about	<p>The criteria needed for this goal include;</p> <p>A) Verbal communication:            1-Was the speaker able to speak extemporaneously?            2-Did the speaker have good voice and diction?            3-Did the speaker presented the speech clearly?            4-Did the speaker use intentional pauses in his or her speech?            5-If any visual aide being used, was it used properly?            6-Did the speaker put some emotion in her or his voice.?</p> <p>B) Non verbal communication( body action):            1- Did the the speaker have appropriate body gestures such as facial expression, eye contact, hand movement, standing up straight,</p>	20	17	No Change	non	(1.) None: (2.) None: (3.) None:

<b>Discipline/ Program</b>	<b>Goal/ Competency</b>	<b>Assessment Activity</b>	<b>Performance Criteria</b>	<b>Number Assessed</b>	<b>Number Successful</b>	<b>Instructor Action</b>	<b>Institutional Action</b>	<b>Designated Needs</b>
Speech	Students will demonstrate critical thinking skills through applying knowledge and understand to different contexts, situations and/or specific endeavors.	Students must select a topic for an informative and a persuasive speech. Each student must research this topic, select a specific purpose statement and organize research material in such a way that will satisfy their specific purpose statement. Students must then present this organized research in extemporaneous informative and persuasive speech. This assignment makes use of critical thinking on several levels. The student must utilize critical thinking while researching their topic. They must choose which information is pertinent to their topic and their specific purpose statement. The student continues to use critical thinking as they evaluate and organize their research material into a	appropriate clothing, and overall was the speaker poised?  Please see information above.	15	15	No Change	Students will demonstrate critical thinking skills through applying knowledge and understanding to different contexts, situations and/or specific endeavors.	(1.) Media Resources: Need much brighter projectors to utilize Powerpoint while leaving lights on to see the students while they speak (2.) None: (3.) None:

<b>Discipline/ Program</b>	<b>Goal/ Competency</b>	<b>Assessment Activity</b>	<b>Performance Criteria</b>	<b>Number Assessed</b>	<b>Number Successful</b>	<b>Instructor Action</b>	<b>Institutional Action</b>	<b>Designated Needs</b>
		preparation outline. The outline must flow from one main point to the next while supporting their specific purpose statement. And finally the student uses critical thinking during the actual speech presentation. There are times when the student must determine if a change is necessary due to a time constraint, audience boredom, outside interference and the like. I have found that students are using critical thinking beautifully to accomplish this assignment. I'm also hearing the students state that using critical thinking is helping them in other classes as well.						
Speech	Students will demonstrate critical thinking skills through applying knowledge and understand to different contexts, situations and/or specific endeavors.	In preparation for the persuasive speech presentation, the students are divided into tag speech teams. The are assignment the topic of proving which is a better fruit: the apple	The students will be evaluated according to their work within their groups: choosing of a leader, discussion and diecisions of specific purpose, central purpose, and three aspects to support.	12	12	No Change	I would really love to have a way to video tape the students presentations so that they would be able to assess their effectiveness in delivering their speeches. This is a valuable tool that we have lost	(1.) Instructional Equipment: (2.) None: (3.) None:

<b>Discipline/ Program</b>	<b>Goal/ Competency</b>	<b>Assessment Activity</b>	<b>Performance Criteria</b>	<b>Number Assessed</b>	<b>Number Successful</b>	<b>Instructor Action</b>	<b>Institutional Action</b>	<b>Designated Needs</b>
		<p>or the orange. Each student is asked to bring a sample of the fruit that he is supporting. The winning teams will take the fruit from the other teams. The students decide on a specific purpose for their speaking; a central purpose statement; and at least three subpoints to support with evidence. One class period is spent on this aspect of preparation and actually doing research and finding evidence to support their points. during the next class, the teams present their speeches, hoping to convince the audience that they have done the best job in proving which fruit is actually the best fruit.</p>	<p>Research and discussion time is assessed by teacher observation. The presentation of the persuasive speeches will be assessed according to the requirements of the persuasive speech. The creativeness in presenting their fruit, the amount and reliability of the research, and the persuasive method of speaking is evaluated by the instructor. The students should use critical thinking skills on the decisions that are made, research that is completed, and delivery of speeches to the class. This is also a fun assignment which is a needed relief from the heavy responsibility of the persuasive speech presentation.</p>				<p>due to removal of the old video taping machine. For improving speech making, their is no more positive way to demonstrate the need for preparation and practice than to be able to look at yourself as your perform. Please buy a video taping machine for the Speech Department at West Campus. Thank you.</p>	
Speech	Students will effectively demonstrate skills in organizing and preparing extemporaneous	Public Speaking Assignments--Ma uscript, IceBreaker, Informative and Persuasive Speeches. The	Assessments are based on the Lucas Speech Evaluation From on Speech Development--In tro---Supporting	8	8	No Change	The students enjoyed the activities from the Lucas Resource CD-ROM. The activities	(1.) None: (2.) None: (3.) None:

<b>Discipline/ Program</b>	<b>Goal/ Competency</b>	<b>Assessment Activity</b>	<b>Performance Criteria</b>	<b>Number Assessed</b>	<b>Number Successful</b>	<b>Instructor Action</b>	<b>Institutional Action</b>	<b>Designated Needs</b>
	oral presentations.	student also work in groups to reinforce lecture materials.	materials--Conclusion Speech Delivery and Overall Presentation. Other assessments used are the Lucas Instructor's Resource CD-ROM: Diversity and Multiculturalism, Listening Activity and Using Vocal Variety.				increased student interest in the material and how it relates to the real world.	
Speech	Students will demonstrate critical thinking skills through applying knowledge and understand to different contexts, situations and/or specific endeavors.	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.  In an interpersonal communications course the students apply knowledge and understanding to different contexts and situations when speaking to various individuals. It is	To demonstrate competence in the student's critical thinking skills, a communication scenario was administered. The student created three statements that reflect effective communication using the following criteria. <ul style="list-style-type: none"> <li>• Respond to relational messages as well as content messages</li> <li>• Exchange perspectives and see the situation as the complainant does</li> <li>• Practice empathic and positive responses</li> <li>• Own your own feeling and thoughts, Use I messages and take</li> </ul>	20	17	Upon review of the communication assessment, the instructor will continue to prepare individualized lesson plans that will re-teach 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	Additional sources (media and training) illustrating effective communication skills would enhance instruction.	(1.) None: (2.) None: (3.) None:

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
		<p>understood that 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.</p> <p>Before the exercise was administered, the class was engaged in a discussion and lecture about the proper way to deal with complaints. Sample complaints were examined and discussed. The students were then given a communication scenario and asked to: (1) Identify at least three communication barriers. (2.)</p>	<p>responsibility for these feelings.</p> <ul style="list-style-type: none"> <li>• Never use the word, "you." This causes a defensive reaction.</li> <li>• Use active listening techniques to help complainant explore &amp; express relevant thoughts and feelings</li> <li>• Remember the principle of irreversibility</li> <li>• Keep the channels of communication open</li> </ul> <p>Experience and observation by the instructor indicates that students able to get 80% correct will usually succeed in formulating appropriate statements addressing complaints.</p>			<p>instructor critiques and instructions.</p> <p>The results will be used to judge whether more activities are merited and which students need more individualized instruction.</p>		



**Discipline/  
Program**

**Goal/  
Competency**

**Assessment  
Activity**

**Performance  
Criteria**

**Number  
Assessed**

**Number  
Successful**

**Instructor  
Action**

**Institutional  
Action**

**Designated  
Needs**

Write why the statement established barriers. (3.)  
Reply to the statement using the guidelines for effective communication.

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## Spring 2006 Transportation Management Assessment Report

<b>Discipline/ Program</b>	<b>Goal/ Competency</b>	<b>Assessment Activity</b>	<b>Performance Criteria</b>	<b>Number Assessed</b>	<b>Number Successful</b>	<b>Instructor Action</b>	<b>Institutional Action</b>	<b>Designated Needs</b>
Transportation Management	Demonstrate knowledge of transportation safety and regulations with emphasis on accident prevention, investigation, and analysis, occupational safety and loss control, and the handling of hazardous materials.	Mexican and Canadian Regulations. Read this section in the atlas and study Power Point presentation in assignment. Write a one (1) page summary of each (Mexican and Canadian) and a one (1) page description of the differences, including your preference and your perspective on these differences.	Review papers and discuss between class members through postings on Blackboard.	4	3	No Change	None	(1.) None: (2.) None: (3.) None:

## Spring 2006 Veterinary Technology Assessment Report

<b>Discipline/ Program</b>	<b>Goal/ Competency</b>	<b>Assessment Activity</b>	<b>Performance Criteria</b>	<b>Number Assessed</b>	<b>Number Successful</b>	<b>Instructor Action</b>	<b>Institutional Action</b>	<b>Designated Needs</b>
Veterinary Technology	Administer and monitor anesthesia (including gas anesthesia)	Properly monitor an anesthetized patient and successfully recover them.	Correctly place endotracheal tube. Describe monitor device and information obtained. Correctly record monitoring data. Appropriately respond to changes in patient as determined by monitoring. Transfer patient to recovery and monitor through extubation, sternal recumbency and return of protective reflexes.	17	17	No Change	Continued support of Veterinary Technology Program.	(1.) Professional Development - External: Instructional equipment (2.) Professional Development - TCC Programs: Expendable supplies (3.) None:
Veterinary Technology	General anesthesia	General anesthesia of equine	VT 2364, Large Animal Technology course meets American Veterinary Medical Association criteria to full-fill "accredited" status of the TCC Veterinary Technology program. General anesthesia of the equine is lectured upon, a "field" general anesthesia	15	15	No Change	Continue to promote the housing of live equine during the semester. Continue to provide the funding to obtain the equine for use during the semester. Allow funding for a back-up generator to the Veterinary Technology equine surgery room. This is necessary to ultimately	(1.) Professional Development - External: safety equipment (2.) None: (3.) None:

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
			<p>laboratory and an "in-house" general anesthesia laboratory are conducted. All students completing the program experience "equine anesthesia" during these multiple events. Graduates understand the challenges of equine anesthesia. During their education at TCC, they meet AVMA standards as well as future employing practicing veterinarians and the public's requirements for equine animals requiring veterinary care.</p>				<p>provide safety for the students as well as the equine patient as it is moved into the surgery room. Electricity is necessary in-order for the crane providing movement of the anesthetized horse and for the ventilation/anesthesia machine to maintain the level of anesthesia. Electrical black-outs, as frequently occur in the Vet. Tech. building, may become a life-or-death issue if they were to occur during any of the future equine anesthesia laboratory periods.</p>	

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