

Discipline Goal / Program Competency Assessment

Feedback Report
Spring 2007

Prepared by

Tulsa Community College
Office of Institutional Research and Assessment

Executive Summary

- A total of 187 faculty members contributed 199 records to the course-embedded assessment of discipline goals and/or program competencies. The number of contributors represents 16.7% participation by full and part-time faculty (29.1% of full-time and 12.4% of adjunct).
- The records submitted reflect that a total of 4,520 students were assessed. Of those students, 80.8% successfully demonstrated the goal or competency assessed.
- Of the 199 assessment records submitted, 21.1% indicated specific changes to pedagogy in an effort to improve the potential for student learning. More than two-thirds (78.9%) indicated that no changes were necessary based on assessment results.
- Requests for institutional intervention are prioritized as follows:

1. Professional Development	12.1%
2. Computer Technology / Software	6.0%
3. Guest Speakers / Field Trips	3.0%
4. Instructional Equipment	3.0%
5. Academic Support Labs	2.5%
6. LRC / Library Resources & Services	2.5%
7. Media Resources	2.5%
8. Prerequisites / Curriculum	2.0%
9. Class Size	1.5%
10. Improved Communication	1.5%
11. Student Advisement / Placement	1.5%
12. Other	3.5%

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Spring 2007 Assessment Quantitative Results

Students Assessed and Successful by Campus. (Click on a campus to view the division breakdown.)

Campus	# Assessed	# Successful	% Successful
Metro	890	692	77.8%
	Division	# Assessed	# Successful
	ALLH	27	27
	BUSN	109	94
	COMM	129	118
	LIBA	208	178
	NURS	126	125
	SCMA	291	150
Northeast	433	377	87.1%
	Division	# Assessed	# Successful
	BUSN	13	10
	LIBA	245	206
	SCMA	175	161
Southeast	2421	1979	81.7%
	Division	# Assessed	# Successful
	BUSN	384	309
	COMM	635	553
	LIBA	624	516
	PACE	14	14
	SCMA	764	587
West	776	605	78.0%
	Division	# Assessed	# Successful
	BUSN	63	45
	LIBA	412	355
	SCMA	301	205
Totals:	4520	3653	80.8%

Spring 2007 Assessment Quantitative Results

Students Assessed and Successful by Discipline/Program.

Discipline/Program (# of Submissions)	# Assessed	# Successful	% Successful
Accounting Associate (3)	65	57	87.7%
Art (2)	14	14	100.0%
Biology (23)	644	526	81.7%
Biotechnology (1)	4	4	100.0%
Business (2)	56	32	57.1%
Chemistry (3)	59	39	66.1%
Child Development (6)	103	91	88.3%
Computer Information Systems (6)	165	130	78.8%
Dental Hygiene (1)	13	13	100.0%
Developmental Studies in Communication (11)	163	150	92.0%
Drafting and Design Engineering Technology (1)	6	6	100.0%
Economics (5)	275	232	84.4%
Electronics Technology (1)	9	9	100.0%
Engineering (3)	44	40	90.9%
English (41)	781	655	83.9%
Fire and Emergency Services Technology (2)	51	45	88.2%
Geography (2)	35	35	100.0%
Geology (1)	33	30	90.9%
History (13)	262	207	79.0%
Humanities (12)	274	227	82.8%
International Languages (4)	32	32	100.0%
Interpreter Education (2)	22	22	100.0%
Journalism & Mass Communications (1)	20	20	100.0%
Marketing / E-business (1)	8	7	87.5%
Mathematics (16)	650	371	57.1%
Music (3)	14	14	100.0%
Nursing (2)	126	125	99.2%
Occupational Therapy Assistant (1)	14	14	100.0%
Physical Education (1)	10	10	100.0%
Physics / Physical Science (2)	44	40	90.9%

Discipline/Program (# of Submissions)	# Assessed	# Successful	% Successful
Political Science (3)	78	76	97.4%
Psychology (13)	261	215	82.4%
Religious Studies (1)	21	15	71.4%
Sociology (3)	58	49	84.5%
Speech (5)	78	73	93.6%
Veterinary Technology (2)	28	28	100.0%
Totals:	4520	3653	80.8%

List of Faculty Participating in Spring 2007 Assessment

Campus	Division	Last Name	First Name	Campus	Division	Last Name	First Name
Metro	ALLH	Bates	Cheryl	Metro	LIBA	Richards	Charles
Metro	ALLH	Campbell	Jennifer	Metro	LIBA	Spencer	Nita
Metro	BUSN	Babb	Jerry	Metro	LIBA	Thomas	Marie-claude
Metro	BUSN	Hopkins	Lisa	Metro	LIBA	White	Krena
Metro	BUSN	Mattson	Pam	Metro	LIBA	Wood	Kenneth
Metro	BUSN	Wadley	Jim	Metro	NURS	Moaliitele	Dorothy
Metro	COMM	Ballard	Tiffany	Metro	NURS	Montgomery	Perri
Metro	COMM	Baxter	Rickie	Metro	SCMA	Bolze	Claude
Metro	COMM	Froeb	Jeanne	Metro	SCMA	Means	Jennifer
Metro	COMM	Ohs	Lynda	Metro	SCMA	Mims	Sally
Metro	COMM	Raynor	Ernest	Metro	SCMA	Nelson	Tony
Metro	COMM	Roberts	Judy	Metro	SCMA	Vance	Jay
Metro	COMM	Stanley	Shirley	Metro	SCMA	Wallace	Stewart
Metro	COMM	Stecher	Sarah	Northeast	BUSN	Harvey	R. Charles
Metro	COMM	Stone	Greg	Northeast	LIBA	Alcorn	Audrey
Metro	COMM	Sulilvan	Françoise	Northeast	LIBA	Brown	Craig
Metro	LIBA	Bellows	Virginia	Northeast	LIBA	Brown	James
Metro	LIBA	Bowdle	John	Northeast	LIBA	Chew	Pamela
Metro	LIBA	Brown	Martha	Northeast	LIBA	Claney	Ken
Metro	LIBA	Cox	Judi	Northeast	LIBA	Goodwin	Donna
Metro	LIBA	Hughes	Cherie	Northeast	LIBA	Goswick	William
Metro	LIBA	Inhofe	Marilyn	Northeast	LIBA	Hastings	Don
Metro	LIBA	Larson-Thorisch	Alexa	Northeast	LIBA	Henslick	Harry
Metro	LIBA	Otey	George	Northeast	LIBA	Limas	Sharon

Campus	Division	Last Name	First Name
Northeast	LIBA	Meziere	Chrystie
Northeast	LIBA	Minor	Dorothy
Northeast	LIBA	Woodruff	Julie
Northeast	SCMA	Black	Jana
Northeast	SCMA	French	Fran
Northeast	SCMA	Garvin	Derek
Northeast	SCMA	Griffin	Ivan
Northeast	SCMA	Henderson	Thomas
Northeast	SCMA	Hendricks	Ginger
Northeast	SCMA	Juen	Paul
Northeast	SCMA	Kneafsey	Jennifer
Northeast	SCMA	Lange	Eric
Northeast	SCMA	Mathieson	Don
Northeast	SCMA	Mccann	Pat
Northeast	SCMA	Merrill	William
Northeast	SCMA	Wiegel	Mark
Southeast	BUSN	Economou	Chris
Southeast	BUSN	Hight	James
Southeast	BUSN	Hoggard	Susan
Southeast	BUSN	Holt	Jeff
Southeast	BUSN	Hudson	Teresa
Southeast	BUSN	Luscomb	Julie
Southeast	BUSN	Matson	George
Southeast	BUSN	Oconnor	Tony
Southeast	COMM	Airhart	Janice
Southeast	COMM	Black	Nancy

Campus	Division	Last Name	First Name
Southeast	COMM	Blackwood	Jerrie
Southeast	COMM	Cantrell	Mary
Southeast	COMM	Daily	Kathy
Southeast	COMM	Dickson	Lesa
Southeast	COMM	Dutke	Linda
Southeast	COMM	El Zahed	Mona
Southeast	COMM	Fillmore	Deborah
Southeast	COMM	Gallagher	Rhonda
Southeast	COMM	Giffhorn	Matt
Southeast	COMM	Gilman	Rick
Southeast	COMM	Hoeltzel	Janet
Southeast	COMM	Holder	Carolyn
Southeast	COMM	Hopkins	Nora
Southeast	COMM	Jones	Kerry
Southeast	COMM	Kannady	Pam
Southeast	COMM	Leal	Andrea
Southeast	COMM	Moore	Lajuana
Southeast	COMM	Polcha	Diane
Southeast	COMM	Reed	Scott
Southeast	COMM	Roe owen	Kristi
Southeast	COMM	Rowland	Brent
Southeast	COMM	Smith	Jon
Southeast	COMM	Varmecky	Jane
Southeast	COMM	Von holten	Carol
Southeast	COMM	Williams	Judy
Southeast	COMM	Wolfe	Margaret

Campus	Division	Last Name	First Name
Southeast	LIBA	Baker	Phoebe
Southeast	LIBA	Benarrous	Judy
Southeast	LIBA	Blunt	Maribeth
Southeast	LIBA	Carey	Crystal
Southeast	LIBA	Dutke	Linda
Southeast	LIBA	Engel	Tiffany
Southeast	LIBA	Finn	Michael
Southeast	LIBA	Furlong	Cathy
Southeast	LIBA	Gross	Tom
Southeast	LIBA	King	Stacy
Southeast	LIBA	Lindon	Dana
Southeast	LIBA	Malloy	Ann
Southeast	LIBA	Manley	Jerry
Southeast	LIBA	Marrs	Fern
Southeast	LIBA	Myers-Baker	Chris
Southeast	LIBA	Quinn	Camille
Southeast	LIBA	Sakelaris	John
Southeast	LIBA	Scruggs	Joe
Southeast	LIBA	Shilling	Clark
Southeast	LIBA	Swiney	Paddy
Southeast	LIBA	Washington	Rose
Southeast	LIBA	Williams	Dewilda
Southeast	PACE	Bradley	Loretta kay
Southeast	PACE	Hayes	Sandra
Southeast	PACE	Rad	Katheryn
Southeast	SCMA	Anderson	Beverly

Campus	Division	Last Name	First Name
Southeast	SCMA	Barnard	Patricia
Southeast	SCMA	Bolding	Denise
Southeast	SCMA	Brooks	Peggy
Southeast	SCMA	Edmonsond	Rebecca
Southeast	SCMA	Forrester	Stephen
Southeast	SCMA	Hall	Anita
Southeast	SCMA	Kent	Lyn
Southeast	SCMA	Lurz	Ivan
Southeast	SCMA	Moore	Mike
Southeast	SCMA	Phillips	Mary
Southeast	SCMA	Ramsey	Paulette
Southeast	SCMA	Sloan	Dusti
Southeast	SCMA	Speakman	Kristin
Southeast	SCMA	Spencer	Diana
Southeast	SCMA	Wright	Clarence
West	BUSN	Bradford	Sheila
West	BUSN	Dishman	Brad
West	BUSN	O'Mealey	Jim
West	BUSN	Reis	Christina
West	LIBA	Attalla	Susan
West	LIBA	Aycock	Margee
West	LIBA	Boyd	Larue
West	LIBA	Brese	Melissa
West	LIBA	Buss	Carrie
West	LIBA	Chaboya	Nancy
West	LIBA	Chiappetta	Michele

Campus	Division	Last Name	First Name
West	LIBA	Daniels	Kymerly
West	LIBA	Davis	Carol
West	LIBA	Deibert	Deborah
West	LIBA	Ebrahimi	Carol
West	LIBA	Finn	Michael
West	LIBA	Goble	Carla
West	LIBA	Henry	Evelyn
West	LIBA	Lafon	Loretta
West	LIBA	Mcfarland	C. Jean
West	LIBA	Mcgee	Belinda
West	LIBA	Mcintosh Schuller	Linda
West	LIBA	Muldrow	Dorothy
West	LIBA	Parton	Dawn
West	LIBA	Payne	Joyelle
West	LIBA	Resnick	Nancy
West	LIBA	Thomason	Tammy
West	LIBA	Thompson	Carolyn
West	LIBA	Urie	Jeanne
West	LIBA	Vazquez	Irma

Campus	Division	Last Name	First Name
West	LIBA	Wagner	Sarah
West	LIBA	Wingate	Patricia
West	SCMA	Beard	Douglas
West	SCMA	Carlson	Rosemary
West	SCMA	Coppedge	Bryan
West	SCMA	Davenport	Roxann
West	SCMA	Dunkerley	Dr. Suzann
West	SCMA	Gray	Michael
West	SCMA	Hall	Latonya
West	SCMA	Mayberry	Lori
West	SCMA	Mcdevitt	Terry
West	SCMA	Peabody	Eckle
West	SCMA	Simpson	Sondra
West	SCMA	Smith	Patty
West	SCMA	Thompson	Theresa
West	SCMA	Weaver	Jan
West	SCMA	Wilcox	Rusty
West	SCMA	Yoachum	Marilyn

Spring 2007 Accounting Associate Assessment Report

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
Accounting Associate	Complete the various steps in the accounting cycle.	Ask Students to accurately describe the steps of the accounting cycle as it pertains to preparation of annual financial statements.	All steps need to be included to achieve the maximum number of points available for this exercise. Failure to recognize a minimum of 7 or the 10 steps would be deemed an unsuccessful attempt and remedial work would be needed	32	30	No Change	No additional action is deemed necessary as the activity produced the desired results. The students that did not achieve a satisfactory score seldom attended class	(1.) None: (2.) None: (3.) None:
Accounting Associate	Compute depreciation of plant and equipment using various methods of estimation, record exchange and sale of assets.	At the end of the depreciation unit, students discussed when each of the three methods studied would be appropriate. The next class, a quiz presented different scenarios and asked for the best depreciation method in each.	Students were successful if they answered 80% of the questions correctly.	20	17	No Change	TCC could provide the technology to the Metro campus equivalent to that at the other three campuses. It takes at least 10 minutes of class time to take everyone to the computer lab to work problems and spreadsheets. Time is wasted. This leaves me with the choice of not covering all the material I want to or not training them in the current accounting computer programs.	(1.) Professional Development - External: Conferences/seminars on changes in technology in accounting (2.) Computer Technology / Software: A dedicated accounting classroom equipped with computers (3.) None:
Accounting Associate	Identify and work with basic accounting	On a closed book exam, students had to prepare	Students who scored 70% or higher on the	13	10	No Change	N/A	(1.) None: (2.) None: (3.) None:

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
	concepts, principles, and systems of internal control and ethics.	10 general journal entries for a manufacturer's cost accounting in a factory.	assignment were assessed as having achieved the goal.					

Spring 2007 Art Assessment Report

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
Art	Ability to work with the tools and techniques.	Students will follow a painting demonstration ... painting a portrait from a photo and demonstrate that they understand the process of drawing and paint application and the use of their brushes and paint.	My class is very small and I am able to do one on one teaching to guide students through the process. I demonstrate first and observe my students as they work step by step to follow. I am looking for how they are applying their paint (thick or thin) , how they are holding their brushes, position to the canvas and their pallets, the order in which they are applying their colors. They are graded on their ability to follow directions in these areas.	10	10	No Change	no change... continue	(1.) None: (2.) None: (3.) None:
Art	Demonstrate computer proficiency as it pertains to subject	Design a typographic self-portrait that demonstrates the advanced use of the character palette and other complex tools within Illustrator and Indesign.	This particular assignment tests students ability to see typographic forms as shapes and demonstrates how the juxtaposition of those shapes through type can create a recognizable form within a	4	4	I will continue to push students in unique and creative ways to increase software and hardware use and proficiency.	I would like to see the availability of more 1 credit hour design software courses offered throughout the semester. Courses like: Photoshop, Illustrator, InDesign, Flash, Dreamweaver, AfterEffects,	(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>unified whole. The use of these forms requires the application of advanced techniques with the typographic palette and other tools within the illustrator/Indesign toolbar. The students are graded on use of typographic variety as seen in hierarchy of size, texture, rotated baselines, kerning, leading, overlapping elements, boolean functions with the pathfinder tool and finally type converted to symbols and used via the various states of the spray nozzle tool. Composition of design elements and application of design theory coupled in accordance with the demonstration and use of design software proficiency is all evaluated.</p>				<p>Lightwave, and so on. By having more of these type of classes offered multiple times in short amounts of time throughout a given semester helps to expose students to more design tools in less amount of time. Furthermore, the offering of such short courses reduces a students conceptual approach anxiety and increases software skills for the preparation of courses like Typography and Graphic Design. Outside of Typography 1 and Graphic Design 1, I encourage all students to enroll in all design software related courses at the college to increase and advance their existing skill-set. It would also be nice to see more of these type of classes offered at night and on weekends as many of my students have expressed interest, but work during the daytime hours offered.</p>	



Spring 2007 Biology Assessment Report

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 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>I use this experiment with each course as it does a great job explaining/studying the scientific method. That's why I have chosen to use it as an assessment activity again.</p> <p>Beginning Statistical Inquiries into the Scientific Method: Jelly-Side-Down Taken from http://www.accessexcellence.org/AE/AEC/AEF/1996/brekke_method.html 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</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 they see things</p>	16	16	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>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 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</p>	<p>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 an "if and then"</p>					

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
		<p>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 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</p>	<p>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>					

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
		<p>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 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>					

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
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analyzed data.
 Ideas: examine the effects of table height, change the speed with which the bread is slid off the table, etc.

Design a controlled experiment testing your jellied toast hypothesis. Write the outline of this experiment in the space below:

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Have the instructor check the above experimental plan. Conduct

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
			disagree with the 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.					
			When called upon by the instructor, give your results and conclusions.					
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 assembled a model of the typical animal cell, then were quizzed over the names, functions, and appearance of the cell structures.	Students were graded on the traditional percentage scale, with 70% and higher being acceptable grades.	18	18	No Change	I will continue to make use of the 3-dimensional models, animated internet tutorials and other interactive tools to teach this concept prior to assessments over this material.	(1.) None: (2.) None: (3.) None:
Biology	Students in our laboratory classes will demonstrate proficiency in measurement and in using various techniques and equipment (including their	The students are presented with a scenario of being stranded on an island for ten years and they can only bring one food with them. They are to choose the most nutrient	The students are assessed by their choice of food and their explanation of why they chose that food. This encompasses their entire knowledge of Nutrition	20	18	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
Biology	strengths and weaknesses) as they apply to solving problems in the biological sciences.	dense food and explain why they chose that particular food.	because they have to consider all nutrients and their function. Other things they have to consider are propogation, ease and variety of preparation and digestability. This is a critical thinking excercise and involves many different processes from planning to cooking.	36	32	No Change	at this time i feel that we (biology for majors instructors) are doing a good job at meeting this goal. write ups are regularly assignd for the labs.	(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 Method. The student will further understand the need for continued biological research in a dynamic environment.	Students will use the steps of the scientific method to determine the effects of temperature on the heart rate oi an live earthworm. Students will record the heart rate(pulses through the dorsal blood vessel) of an earthworm as they are subjected to various temperatures(35, 25, 15, and 5 degrees C)	students will formula a hypothesis--- identify independant and dependant variables---run the experiment----re cord data---- graph the data---and draw conclusions.	26	26	No Change	Emphasize MLA in English courses and ANY course that requires writing. This was the biggest area where students lost points.	(1.) None: (2.) None: (3.) None:
Biology	Students will demonstrate knowledge of the diversity, complexity and inter-relatedness of life.	Each student will prepare a topic related to nutrition and assigned by the instructor. It is to be prepared as a power point presentation and presented orally.	Organization (25 pts): Appropriate and orderly progression, free of typograpical errors, easy-to-read font, and not too "wordy." Style (25 pts):	26	26	No Change	Emphasize MLA in English courses and ANY course that requires writing. This was the biggest area where students lost points.	(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 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 manuel, exercise #3, Heart Rate Recovery. One measure of heart health is the length of time required for the heart rate to return to normal after exercise. In this lab, students formulated hypotheses about what factors influence heart health, and tested these hypothesis by measuring the	Professional dress (no jeans), appropriate grammar, not just "read" to class, 8-10 min. in length. Information (30 pts): clear, provides handout to classmate with 5 important facts, provides paper copy of power point to instructor. References (20 pts): 3 - 5 resources, MLA format on last slide, one reference must be peer-review article, one reference must be organization website found in book, provides page number in textbook where website is found. Students were deemed to be successful in completing this exercise if they properly identified whether or not the data supported their hypothesis. They were also considered to be successful if they recognized the need for further testing, or recognized that the results were inconclusive.	8	8	No Change	None 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
Biology	Students will demonstrate knowledge of the diversity, complexity and inter-relatedness of life.	heart recovery rate of the test subjects. All subjects were tested but each student grouped the results according to her selection criteria. She then interpreted the results, and stated whether she rejected her hypothesis or failed to reject her hypothesis based on her data. Several Assessments have been utilized to demonstrate the student's understanding of the complexity of the human body and the interrelatedness of the human body systems.	Lecture exams consisting of multiple choice questions - many of which are higher level/critical thinking questions. Students are expected to demonstrate understanding by successfully answering questions regarding the interrelatedness of human body systems, specifically the connection between the circulatory, nervous, digestive, and respiratory systems. Questions in a critical thinking quiz were used to assess the understanding of	31	19	I would say that more information regarding the interrelatedness of these systems needs to be tied into lectures. This coupled with more activities and possible projects to assess this understanding need to be researched.	n/a	(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 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.	students participated in a variety of lab activities which taught them to use the microscope, access the internet for information, become proficient with slides, coverslips, calipers, DNA extraction techniques, use of sensory testing equipment, and preparation of lab reports	such connections. the quiz consisted of 24 questions. Success or passage of the assessment was set at 65% correct. students were required to be present and be observed by the instructor, and to complete and turn in lab reports form the accompanying lab manual	40	40	No Change	all in place at present--access to lab, assistance in setting up labs, and access by students to lab manual	(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.	#2: Students will demonstrate an understanding of the basic life processes, such as cell structure, obtaining and using energy, and the processes of reproduction, heredity and evolution.	Each of these topics was discussed in the classroom portion of the course, and each had a laboratory period dedicated to it. Furthermore, each had a formal (written) report, either in the classroom or laboratory, assigned on the topic.	82	75	While I have had similar projects in the past, I have not assigned reports or had lab activities on the topic of evolution. Students responded to it very favorably. I did not "push" the concept of evolution, but allowed students to explore and expand their concepts of the topic from any standpoint they	computer software/library holdings	(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.	Field Experiences in Conservation Biology - Students are to document plant and animal diversity and to survey the local Crosstimbers, a unique, ancient, pristine ecoregion of Oklahoma. Furthermore, students are to provide specific adaptations various plants and animals have for their habitats, such as grazing and burrowing.	The field experiences in conservation biology are valued at 10 points each. The total value of the field experiences is 30 points. This assignment is graded on critical thinking criteria (adaptations) and the use of biological terminology.	28	22	No Change	Many students in the majors biology (BIO 1224) are not adequately prepared academically for college courses. Many of these students do not have the basic writing and mathematical skills.	(1.) Professional Development - External: (2.) Student Advisement / Placement: (3.) Guest Speakers / Field Trips:
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.	One-Day Diet Diary which includes an exercise plan. This demonstrates the amount of energy required to meet a certain profile. Example: Male, height, weight, exercise	Students were to plan their food intake (energy) for one day according to the MyDiet Analysis program profile. The plan was to be nutritious and foods they would actually eat that carried the specific energy	12	5	This particular class of Students were lazy! Their work was sloppy and they are okay with this. I'm going to expect a lot more out of them. Organizational skills will be demanded. If the notebook is	Re-Evaluate the MyDiet Analysis. It's better than it used to be but could definitely use some updates for foods that people actually eat. I believe this is changing to online	(1.) None: (2.) None: (3.) None:

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
		frequency and intensity. The plan will produce calories (energy) to input into the body and exercise to expend energy therefore proving the Energy Balance Equation.	from the macro and micronutrients that they learned about in class. The plan included 3 meals and 2 snacks plus water intake and ONE of the three meals was to be from a Fast Food Restaurant; nutritious choices of course. The 3 meals and snacks help to keep the metabolism revved in order to lose weight if necessary and to just be more nutritious. Specific directions were on blackboard and talked about in class NUMEROUS times. Their grade reflected how well constructed the plan was and how close they came to the total calorie recommendation of their profile in MyDiet Analysis. The plan was to be adequate, moderate, balanced and varied as learned in class. The plan was to include a realistic plan of exercise to expend energy properly and lead them into a new healthy lifestyle.			not precisely what I asked for in the written instructions, their grade will reflect that. I will incorporate more projects where they have to follow specific directions and hopefully get it through their thick skulls that sliding by is not what the real world expects and just because it's a "nutrition" class, it's not a blow-off class. I will spend alot more time in the MyDiet Analysis program, however, I'm not fond of it at all. As a food coach, it's too many calories for anyone to eat. The program is not very realistic and if people ate that much food, they would never be fit.		

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 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.	Our course includes several laboratory experiments where students must use and apply scientific inquiry.	<p>The instructions were plainly written and discussed and all criteria was to be in "note'book" form, typed and divided into proper sections of 1. Their actual food plan, the Profile from MyDiet Analysis, The printout of results from the MyDiet program, a copy of the Fast Food Menu and nutrition information from which they chose their nutritious meal, and finally, their exercise program.</p> <p>Students generated a hypothesis, developed materials and procedures, obtained results, used EXCEL to generate tables and results and discussed results. Using the Guide to Writing students followed APA or CSE formal scientific writing protocol and format.</p>	40	37	No Change	None	(1.) None: (2.) None: (3.) None:
Biology	Students will demonstrate an understanding of the basic life processes, such as cell structure, obtaining and	Students were asked to discuss cell structure and function in light of the cell theory in-class quizzes and exam.	Students wrote a formal lab report of the "Cellular Respiration" laboratory exercise. They generated a	29	25	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
	using of energy, and the processes of reproduction, heredity and evolution.	Students performed the "Cellular Respiration" laboratory exercise to demonstrate scientific inquiry and knowledge of cellular processes- cellular respiration. In addition, students demonstrated knowledge of photosynthesis using an on-line laboratory interactive exercise. Mendelian and molecular genetics was discussed and assessed in class exam.	hypothesis, materials and methods, results and discussion. They demonstrated knowledge of cellular respiration in the introduction, results and discussion sections of the formal lab report. Students were also assessed in various in-class quizzes and exam.					
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.	In the lab. we learned how to use our microscopes, then did an in -depth study of cells (potato, cheek, Elodea, onion). The students had to prepare these slides and view living protoplasm and then they stained some of them to see certain organelles (starch grains, nuclei, nucleoli, cell walls, cytoplasm, mitochondria, and cytoplasmic	The next time in lab. they took a test over this lab. There were multiple choice questions and drawings they had to make and color and questions referring to the cells drawings that they had to answer.	10	10	No Change	I might try some different slides next time or even have them go on the internet and look at more cells	(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 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.	streaming). The students then had to look at several prepared slides of different tissues and see if they could find some of those same organelles. We looked at they three types of muscle tissues, human blood and compared it to frog blood and noted the differences, some alge, some protozoans (Amoeba, and Paramecian). Students in a biology for majors class submitted their fourth and final formal laboratory write-up. This is a formal paper that is written after an in-lab investigation has been performed and data has been collected and analyzed. The paper must follow the format of a peer-reviewed journal having an abstract, introduction, methods, results, conclusions and bibliography section. At least three outside sources of information must be cited in the	At this point the student should be able to construct a solid report that has all the components asked for and includes the appropriate materials in each section of the report. The student must be able to correctly quote and cite outside information. The student must be able to construct and embed a graph based on their individual data. The student must be able to formulate a hypothesis in the introduction and be able to reject or fail to	27	21	No Change	Students are still not properly citing outside information. They like to list sources in a bibliography but are lazy about acknowledging others in the body of the report. Institution must be sure all classes are adamant about penalties for plagiarism.	(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
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 are asked to demonstrate an understanding of the cooperativity of the processes of photosynthesis and respiration.	reject that hypothesis in the conclusion by proper interpretation of their data. It was hoped that 90% of the students (22 of 27) could score a 90% (36 or better out of 40) grade on this assignment. 1. Knowing the balanced equations for the processes of photosynthesis and respiration 2. Comparing the similarities and differences between the two processes 3. Using a diagram, put the steps of each process in the correct sequence 4. Compare and contrast both processes in a formal essay format as part of a unit assessment	38	29	No Change	The institution will monitor student progress	(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 Method. The student will further understand the need for	The Scientific Method was introduced during lecture and laboratory. The assessment activity consisted of a laboratory procedure that reinforced the process of the scientific method. Once students finished the	The formal laboratory report was worth 50 points and consisted of and introduction section, material and methods section, results section including graphs, and a conclusions section that required critical	22	16	I had an unusually high number of students that simply did not submit a report for the lab activity. I will continue to introduce the scientific method during lecture, and continue to assign laboratory	The institution already provides sufficient support for the assessment of this goal.	(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	continued biological research in a dynamic environment. Students will demonstrate knowledge of the diversity, complexity and inter-relatedness of life.	experiment, they were required to submit a formal laboratory report. You are exiled to an isolated island in the middle of the ocean for the next ten years. You will not be able to leave the island or receive anything from the outside world. You can only bring one type of food with you. What food would you bring? Explain why in terms of nutritional value and density you chose that particular food. You will, of course, unlimited supply of fresh drinking water. There is no electricity on the island. So, no refrigerators to keep foods cold or fresh, or microwaves to cook with - just fire. You are unable to eat anything on the island other than what you bring. This is due to the nuclear testing that has contaminated the plants, soil, and wildlife.	thinking in order to summarize and interpret the results of the experiment. Having already covered the micronutrients and macronutrients in class, I expected the students to consider all the possible deficiency diseases and their causes. They were to choose a food which would best prevent as many as possible of the diseases. Also to be taken into consideration was the likelihood of the chosen food of spoiling. No military Meals Ready to Eat are allowed.	45	24	assignments that reinforce this topic. No Change	I looked for: 1. how well the directions had been followed 2. how many deficiency diseases were prevented by their choices 3. the spoilage factor 4. how well they defended their choice 5. the originality of their choice	(1.) None: (2.) None: (3.) None:
Biology	Students will demonstrate an	1. Discussion of the steps in the	1. Do students understand the	24	20	No Change	Continue teaching and	(1.) None: (2.) None:

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
	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.	Scientific Method and how to use these steps in varying situations. 2. Student groups will design an experiment or survey to be tested using the Scientific Method. 3. Each group will conduct their research in the lab, compile their data and interpret it. 4. Discussion of each activity to see what and where things may have been influenced and how valid the results are.	steps of the Scientific Method? 2. Are students able to form a hypothesis and design an experiment? 3. Do students follow the accepted Scientific Method steps? 4. Are students able to get results that can be used to determine the validity of their hypothesis? 5. Can the students understand how the variables can affect their results?				emphasizing the Scientific Method.	(3.) None:
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.	Students were to investigate the Scientific Method in their 1st Lab exercise.	Students were to explain the steps in the Scientific Method as it applied to their experiment and the subsequent data on factors affecting heart rate.	16	11	No Change	No institutional action is required or suggested.	(1.) None: (2.) None: (3.) None:
Biology	Students will demonstrate an understanding of the scientific process in the	Identification of Unknown Microorganism	Each student is responsible for making observations and running tests on	23	21	No Change	No institution action is required.	(1.) LRC / Library Resources & Services: more Bergey's manuals (2.) None:

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
	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.		an unknown bacteria. Several methods are used to analyze the results and come to the correct conclusions. We are attempting to relate this exercise to the critical thinking process using Bloom's taxomomy and scientific method.					(3.) None:
Biology	Students will demonstrate knowledge of the diversity, complexity and inter-relatedness of life.	Exams	The course is set up to exemplify the evolution of animals. All the course lectures that I have designed are set up to explore the complexity of different animal phylums. The course is set up examining one celled animals and gradually moves into multicelled animals, so starting simple and then exploring more complex animals. Lectures also explore the great diversity within the animal phylums including why they are grouped together the way they are. Lastly my lectures tie the different animal phylums together. This is demonstrated by	13	13	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
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.	Writing a scientific paper.	showing how some animals have similar structural characteristics thus inter-relatedness Review of scientific papers and writing a critic of 2 to 3 papers reviewed. Using appropriate cites in their writing. Use of appropriate scientific terminology Critical thinking process in review of articles	40	20	No Change	Should have selected articles or journals to review for students to maintain better control of the parameters for subjects used in their writing.	(1.) None: (2.) None: (3.) None:

Spring 2007 Biotechnology Assessment Report

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
Biotechnology	Students enrolled in the biotechnology program at the Southeast Campus will be able to access numerous Internet materials and bioinformatics tools.	Students were given background in using BLASTn, a bioinformatics tool for searching nucleotide sequences in the government NCBI databank. They were also given background instruction in downloading sequences into BioEdit, a freeware alignment tool. Previously, they had, by hand, analyzed protein sequences and constructed evolutionary trees based upon the sequence analysis. THE ACTIVITY was to take a protein sequence, analyze it using BLASTp and compare the origin of the sequences to the constructed evolutionary tree. ALSO, the students analyzed a full text, peer reviewed article found sequences described in the	The students were allowed to discuss together to arrive at the results. Success of assessment criteria was simply based on accessing the proper databanks and software programs while moving nucleotide sequences between the two programs. Success was also based on whether an analysis of the hand constructed evolutionary tree and the BLASTp program showed the obvious similarities.	4	4	No Change	Continue with the lesson.	(1.) None: (2.) None: (3.) None:

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
		paper, online using the GenBank Accession Number, and BioEdit to determine if the primer listed in the article would anneal to the DNA sequence.						

Spring 2007 Business Assessment Report

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
Business	Demonstrate an ability to communicate effectively through written communication methods.	Case Study Discussion	Students will support their responses to the case study questions with valid resources.	22	4	Be more specific in instructions. Explain the requirement that opinions must be supported by valid research.	None	(1.) None: (2.) None: (3.) None:
Business	Understand implications of social, political, legal, economic, competitive and technical environmental variables on business.	Discussion of the law as a constantly changing complex adaptive system, with emphasis on the interaction of a variety of agents within the legal system (lawmakers, attorneys, judges, administrators, paralegals, and executives).	Quiz over the discussion.	34	28	I found that a significant number did not understand the words I was using (it was only the 2nd lecture). Next time, I will spend time on the definitions and not assume that the students are familiar with the words.	None	(1.) None: (2.) None: (3.) None:

Spring 2007 Chemistry Assessment Report

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
Chemistry	Demonstrate understanding of the scientific method and its application in research and problem solving strategies	Students were asked to create a scenario and use the steps of the scientific method to describe how they might research/test their hypothesis.	Students were required to use 5 steps in the scientific method and to describe each in complete sentences.	23	23	No Change	None needed.	(1.) None: (2.) None: (3.) None:
Chemistry	Demonstrate mastery of the unique language of chemistry	Approximately 20% of the points on every exam are based on definitions of chemistry vocabulary words.	Of the students in this class who took all three exams, the average number of correct vocabulary words for all three exams was recorded. A tally was made of the students who succeeded in getting at least 16 out of 20 vocabulary words right on an exam. For this assessment, 14 of the students out of 17 who took all three chapter exams, got an average of 16 or more of words correct. This is a lower-level type of learning. In general, most students have little problem with this type of exam question.	17	14	No Change	None required.	(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	I give the ACS Standardized Exam (First Semester General Chem Form 2005- gray or yellow forms) to my class as the final exam. This is a very rigorous exam covering all the concepts normally taught in a Chem I course, although we do not always have time to cover all the material.	For discipline goal # 2, I will look at the assortment of problems on the ACS Gen Chem I final (Form 2005) and judge how many students were able to complete 56% of the math problems correctly or 70% of the math problems correctly. I will choose the following problems from the two forms of the exam: Gray form Yellow Form Prob Description 17 20 A. # atoms present in a spl(G17/Y20) 18 16 B. g prod - limiting reactant(G18/Y16) 19 22 C. mass to completely react(G19/Y22) 20 15 D. excess reactant remaining(G20/Y15) 21 17 E. percent yield(G21/Y17) 22 19 F. mass percent(G22/Y19) 27 28 G. conc of	19	2	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 place. More class-time could be spent on interactive work with less time lost to exams and	(1.) Testing Center Support: See institutional action plan (2.) Academic Support Labs: See institutional action plan (3.) Prerequisites / Curriculum: See institutional action plan

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs	
			ions(G27/Y28) 28 31 H. dilution(G28/Y31)) 29 27 I. g solute in x molar soln(G29/Y27) 30 30 J. eq pt titration(G30/Y30)) 31 29 K. ppt rxn calc(G31/Y29) 32 36 L. ideal gas law (G32/Y36) 34 35 M. gas molar volume (G34/Y35) 35 32 N Charles's law (G35/Y32) 36 34 O. Generate H2 redox (G36/Y34) 40 38 P. Hess's law(G40/Y38) 41 37 Q. Spec ht (G41/Y37) 44 47 R. Energy of photon (G44/Y47)					quizzes if comprehensive testing centers were available on every campus. Continue to increase the availability of well-trained tutors who know enough chemistry to be of help to students in Chem I (and Chem II); allow professional development time during the work-day for cross-training math tutors to also be able to help students with chemistry problems.	
			Of 19 student completing the exam of 4/30/07, none met the benchmark of 70% or better correct of these 18 problems (13 problems correct). No students scored 12 or 13 out of these 18						

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
			<p>problems. Only 2 students scored 10 or better out of these 18 problems.</p>					
			<p>The current national mean for the 2005 form of the ACS exam is 38.92 correct out of 70 questions</p>					
			<p>on this form of the exam or 55.6%. Our overall average for the 16 students was 28 out of 70.</p>					
			<p>There were 5 questions out of 70 on the exam that covered material we did not have time to cover.</p>					
			<p>The benchmark of 10 questions out of 18 corresponds to 55.6% of the 18 calculation questions.</p>					
			<p>Using the ACS exam to assess how well</p>					

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
			<p>students do in calculation problems is a fairly rigorous measure since this exam is given across the country.</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>					

Spring 2007 Child Development Assessment Report

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
Child Development	Recognize the importance of and possess the tools for self-evaluation and reflective practice as it relates to professional development and growth.	Weekly journal entries reflective of various topics related to teaching and working with children with special needs.	Ability to analyze an individuals current abilities and seek out resources to enhance their level of knowledge. Ability to submit entries that were thought provoking and reflective of personal and professional growth. Ability to apply topic questions to practical and personal experiences.	17	15	No Change	A consistent effort of all disciplines to engage students in reflective activities to promote personal and professional development.	(1.) None: (2.) None: (3.) None:
Child Development	Recognize the importance of and possess the tools for self-evaluation and reflective practice as it relates to professional development and growth.	Each student conducts an indepth analysis of his/her life including the identification and analysis of the significant life events that have impacted his/her life at each developmental stage. The life review includes identification of the student's life goals, whether or not these goals have been achieved and why or why not. The student is asked to project	An evaluation outline and scoring rubric are used to assess each student's life review assignment. Student is considered successful if he/she receives at least 70 points of the 100 possible points.	24	17	Refine the assignment directions and continue to refine the scoring rubric.	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
Child Development	Recognize the importance of and possess the tools for self-evaluation and reflective practice as it relates to professional development and growth.	into the future and clarify their future goals and what he/she needs to do to reach these goals and their full developmental potential. The students complete a self-evaluation of their abilities to plan and use appropriate guidance strategies. They are to evaluate their own competence and confidence to manage a variety of situations. Students complete this self-assessment at the beginning of the semester and then again at the end of the semester.	Students must complete the entire survey and submit the survey by the due date.	29	26	No Change	The instructor will use the initial self-assessments to plan for lessons. The assessments will be used to illustrate improvement and increased knowledge in the area of guidance and discipline.	(1.) None: (2.) None: (3.) None:
Child Development	Work with children with special needs and their families by demonstrating the ability to identify characteristics of specific conditions, appropriate environments, and resources.	To provide experience with Appropriate Environments--Students were provided 15 different sites where children with special needs could be observed and were encouraged to interact as appropriate with them and/or the teachers/supervisory persons. They then wrote a report about this community	Making the visit (documentation required)--40 points A two-page written report of the visit--50 points Report to include: 1. Description of setting 2. Disability(ies) present 3. What students learned from experience 4. Two ideas they could implement later 5. What	11	11	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
Child Development	Recognize the importance of and possess the tools for self-evaluation and reflective practice as it relates to professional development and growth.	experience. COURSE PORTFOLIO. Throughout the semester, students will compile a multiple-item record of their cumulative achievements in the Tulsa Community College child development program. This portfolio will house examples of the student's highest quality work (and overall evidence of growth) in the five standards for students prepared in associate degree programs as outlined by NAEYC. Those five standards are: (1) Promoting Child Development and Learning, (2) Building Family and Community Relationships, (3) Observing, Documenting, and Assessing to Support Young Children and Families, (4) Teaching and	interaction they had with the children and/or questions asked the teachers to gain better understanding of the program The assignment is worth 6.25% of the student's total grade. Assignments are graded for completeness, spelling, grammar, and punctuation. In order to avoid potential issues with student social desirability response error, instructor clearly explains that students are not penalized for failing to meet the standards. The point of the assignment is to identify both areas of strength as well as areas that could be improved. It is emphasized that all teachers have areas for growth. Student answers are also used as a discussion point when the instructor observes student teaching behaviors during practicum site visits; in other words, if the student believes themselves to be	6	6	No Change	No action required.	(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>Learning, and (5) Becoming a Professional. The student entry for Standard Five is selected for this report. Specifically, Standard Five is "Students prepared in associate degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies." A self-assessment checklist provided by the instructor is the only accepted portfolio entry for</p>	<p>doing a good job in an area of practice and the instructor does not see this at the site visits, this is discussed through another assessment feature of the course.</p> <p>The following grading scale is used: 50 Exceptional 45 Excellent 40 Above Average 35 Average 30 Below Average 25 Unsatisfactory/"F" 0 Not Attempted</p>					

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
		<p>this standard. The provided forms are from "Measuring Performance: The Early Childhood Educator in Practice." Students answer self-assessment questions in three sections - (a) knowledge, interaction, and communication, (b) curriculum, and (c) preparing the physical environment. A sample question is "Encourages conversation by using open-ended questions and encouraging self-expression" to which the student can answer frequently, often or seldom. Students must fully complete the checklist, which contains more than 500 self-assessment questions. The student must write a brief action plan comment on the checklist for questions that the student answers negatively (such as when he or she does not fulfill a particular expectation).</p>						

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
Child Development	Recognize the importance of and possess the tools for self-evaluation and reflective practice as it relates to professional development and growth.	When the checklist is completed, the student writes a 2-3 page summary of his or her findings; this summary must include a specific plan for improving their performance according to the expected standards. Self Assessment of Laboratory Experience	Students wrote a one to one and one-half page paper addressing their skills in professionalism, interacting with children, observations and documentation and the interactions with the mentor and other CDC faculty. The paper was graded on appearance, grammar and spelling, and required areas being addressed.	16	16	will revise the self assessment activity to better reflect the learning that took place at the CDC.	none needed at this time	(1.) Professional Development - TCC Programs: (2.) None: (3.) None:

Spring 2007 Computer Information Systems Assessment Report

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
Computer Information Systems	Accomplish the following advanced spreadsheet techniques: customize a worksheet, change printer page setup, examine the database functions, create a graphical chart, utilize shortcut tools, utilize lockup tables, develop macros, and examine advanced mathematical functions.	Design a workbook including a spreadsheet and chart	1. Use multiplication and subtraction formulas 2. Use the IF and PMT functions 3. Format a worksheet in a professional style 4. Include a chart with a relationship between two factors	11	10	No Change	none	(1.) None: (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.	PowerPoint Presentation on purchasing computer products: Desktop, Notebook, Video, or Digital camera. Student summarized information from the textbook and researched the internet for the best equipment for a student to purchase. Student presented PowerPoint to the class and turned in a hard copy to the instructor.	Grading rubric was given with the instructions for the PowerPoint Presentation. Student was assessed on required information, correct use of bullets, clip art, number of slides, slide transitions, internet research, presentation (using the equipment, overhead projector, etc).	25	25	No Change	Maintain the classroom printers for class assignments. Continue to update to the newest MS Software, ie MS Vista and MS Office 2007 as this is what the student is currently purchasing on new computers.	(1.) None: (2.) None: (3.) None:

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
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 Photoshop.	The purpose for the project was for student to develop a montage using images that brought into class that were already digitized or they scanned on campus. Students were to demonstrate through the montage how to set up a document, use brushes, selection tools, filter, layer styles, adjustment layers, masks, and designing a decorative border.	Students were given written directions and an example of the instructor's expectations along with past student examples that met the requirement.	9	9	No Change	None	(1.) None: (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.	Specific test questions from four tests.	Successful completion was determined by correctly completing the questions.	68	51	No Change	None	(1.) None: (2.) None: (3.) None:
Computer Information Systems	Create, update, and query a database and generate reports.	Students created a database using eight queries, three forms and one report analyzing three tables.	Files are graded upon correct data in the queries including the calculations for high wages with bonuses. The three 3 forms are in different formats and the report includes data extracted from a sub form.	13	6	Students may benefit from an additional exercise in queries prior to moving on to reports and forms.	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
Computer Information Systems	Demonstrate an understanding of the process of digital images including color correction, compression, use of composites, filters, masks, layers, paths, channels, and other special effects or demonstrate an understanding of the processing of digital images including image acquisition, editing and manipulation, color models, color balance adjustment, and special effects.	Each student was given a list of 40 independent projects and asked to select 4 for completion. Completion of these 4 projects demonstrated the students ability to meet the selected discipline goal.	Each student was required to gather the appropriate source materials and independently design industry-standard graphic elements based upon prior learning experiences in the classroom. A rubric evaluation of each project by the instructor was used to determine if the discipline goal had been met by the student. Note that the 10 students who did not meet the goal received a grade of audit, administrative withdrawal, or failing for lack of activity in the course; the 29 students meeting the goal successfully completed the course.	39	29	No Change	Continue advising students on the need to withdraw from a course in which they do not intend to participate.	(1.) Student Advisement / Placement: Continue advising students on the need to withdraw from a course in which they do not intend to participate. (2.) Prerequisites / Curriculum: Continue advising students on the need to complete prerequisites. (3.) None:

Spring 2007 Dental Hygiene Assessment Report

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
Dental Hygiene	Provide dental hygiene care for the child, adolescent, adult, geriatric, medically compromised and physically/mentally disabled patient	Students needed to schedule and complete dental hygiene care for a variety of 14 patients by the end of the semester.	Students needed to complete dental hygiene care with a 75% or greater for 14 patients.	13	13	No Change	No action is needed at this time	(1.) None: (2.) None: (3.) None:

Spring 2007 Developmental Studies in Communication Assessment Report

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
Developmental Studies in Communication	Critical reading: Comprehend readings for community and/or global contexts.	The students took a Midterm exam of 48 questions that tested the following criteria: literal and inferential comprehension, drawing conclusions, topic and main idea, vocabulary in context and structure (such as roots and prefixes), patterns of organization (listing, cause and effect, specific to general), author's tone and point of view, and relationships (compare/contrast, explanations, cause and effect, and addition). The purpose of this test was to assess whether the students were comprehending what they read and to evaluate the areas of strengths and weaknesses in their reading.	The item analysis below shows the criteria asked on the test and the percent of students who answered each question per criteria correctly. Most criterion types, such as literal comprehension or main idea, were asked in up to five questions (of the 48 total on the test), so the data below is per criterion, not per individual question. These are the results: prefix (100%), vocabulary in context (87%), relationship-addition (50%), pattern of organization-listing (100%), literal comprehension (92%), inferential (72%), drawing conclusions (87%), title or topic (76%), main idea (84%), author's tone (53%), author's purpose (60%), author's point of view (100%),	5	5	As an instructor, I can use these findings to improve my teaching. I will be able to spend more time on the criteria that gave the students more difficulty. Specifically, this entails: author's tone, and the relationship categories (addition, explain, contrast, fact and opinion, specific to general and cause and effect).	On the institutional level, I hope that Reading I students will be required to take Reading II, even if they make passing grades in the course. There are so many reading skills to be mastered, and I believe that both courses are essential to achieving that goal.	(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>relationship-cont ext (20%), relationship-fact and opinion (60%), relationship-expl ains (20%), relationship-caus e and effect (100%), and pattern of organization-spe cific to general (40%).</p> <p>The criterion areas of strength were: vocabulary in context, literal and inferential comprehension, drawing conclusions, topic, main idea, author's point of view, and pattern of organization cause and effect. The weak areas were author's tone, and relationship categories of: addition, explain, contrast, fact and opinion, specific to general and cause and effect.</p> <p>On the basis of a 70% score, two students made below that, one with a 68% and one with a 66%. No one actually failed the test although these two students were slightly low. They are thereby counted</p>					

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
Developmental Studies in Communication	Critical reading: Comprehend readings for community and/or global contexts.	Summary Analysis Response papers prepared on a regular basis. Readings are selected from the text as well as outside sources: databases, internet, magazines, books.	in the "Number Successful" category below with the notation that they are slightly below what would be preferred. Summarize assigned article. Analyze: main ideas, supporting details/proofs, author's purpose, target audience, language, bias. Then they must reflect/respond - providing their own assessment of the article, and comparing their own views with those of the author.	7	7	No Change	None at this time.	(1.) None: (2.) None: (3.) None:
Developmental Studies in Communication	Informed discussion: Articulate an understanding of a variety of materials.	In a study of figurative language and poetry, students identified metaphors and similes in selected poetry of Robert Frost and Langston Hughes. After reading and analyzing some of these poems individually, they met in groups of three or four and discussed the meanings of the poems and their metaphors, similes, and extended metaphors. They discussed their understandings	All the students participated in the small group discussions, since the small groups were not intimidating. They all demonstrated an ability to identify and analyze figurative language. Each of them explained a personal experience they could relate to at least one poem. All the students made at least one contribution to the class discussion.	60	60	No Change	The Writing Lab has limited software to support the study of poetry. Funds should be made available to purchase more and better software.	(1.) None: (2.) None: (3.) None:

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
Developmental Studies in Communication	Critical reading: Comprehend readings for community and/or global contexts.	<p>of the poems and their reactions to them. Each group analyzed four poems together and selected one member of their group to explain their understanding of the poem and the quality of the poem that they could appreciate. All the students then had an opportunity to respond. The four poems they analyzed were "The Road Not Taken" and "Nothing Gold Can Stay" by Robert Frost and "Mother to Son" and "To a Dead Friend" by Langston Hughes.</p> <p>Students were to collect newspaper or journal articles from our LRC web site. These articles were to deal with a social issue of concern to the students. At the next class meeting the students discussed each of their articles. I then placed the students into groups similar to each topic. The new formed groups were then</p>	Attendance was essential for this project. The students were assest on the correct research methods and their ability to present their social issue with reliable sources.	20	20	No Change	Additional CEC's rooms would be helpful.	(1.) Computer Technology / Software: (2.) Class Size: (3.) None:

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
Developmental Studies in Communication	Critical reading: Comprehend readings for community and/or global contexts.	to select one of the issues presented in their groups. The following two class periods our class met in the CEC and the students further researched their topics. The groups then presented to the class what their social issues were and offered discussion. Reading II students read Chapter 8, "Reading Critically," in their Opening Doors textbook. In class they completed a portion of the instructor-constr ucted study guide from lecture and discussion information. Critical reading skills covered included determining the author's purpose, intended audience, point of view, tone, and intended meaning. Independently they used the critical reading skills learned to read three selections, dealing with speech communication	The study guide had 108 questions, and students were required to have 76 (70%-C average) or more answered correctly in order to be considered successful on this assignment.	7	5	No Change	None 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
Developmental Studies in Communication	Critical reading: Comprehend readings for community and/or global contexts.	and literature, and answer the rest of the study guide questions. Students will read chapter 7 and complete the Townsendpress online Mastery tests covering Critical Reading Skill, after they have completed the test they will have a class discuss over these online test.	If the students achieves A or C on the Mastery Tests they have successful demonstrated knowledge of Critical Reading Skills. If the students achieves D or F on the Mastery Test they did not successful demonstrated knowledge of Critical Reading Skill	6	5	No Change	Add additional online programs to teach Critical Reading Skills.	(1.) None: (2.) None: (3.) None:
Developmental Studies in Communication	Critical reading: Comprehend readings for community and/or global contexts.	Students will read a chapter 7 and complete the Townsendpress online Mastery tests covering Critical Reading Skill, after they have completed the test they will have a class discuss over the online tests.	A- C demonstrates understanding of Critical Reading Skills D-F does not demonstrate understanding of Critical Reading Skills	13	11	No Change	Add additional online programs to teach Critical Reading Skills.	(1.) None: (2.) None: (3.) None:
Developmental Studies in Communication	Critical reading: Comprehend readings for community and/or global contexts.	Students were given an in-class Reading assignment to determine fact from opinion.	Students were asked to read two passages one from a textbook and the other one from a reference book. Then, identify each of the eight (8) listed excerpts from the passages as either fact {F}, opinion {O}, or fact and opinion {F+O}.	9	5	Increased instructor- guided activities to help students sort fact from opinion, so that they can properly understand and evaluate the information they are reading.	Continue to encourage attendance at professional seminars	(1.) Other: Improved Communication (2.) None: (3.) None:

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
Developmental Studies in Communication	Effective writing: Use appropriate techniques to communicate ideas in a unified and coherent manner.	The students were asked to write a five paragraph persuasive essay as a final project. They were allowed to choose from a variety of community-curre nt topics. A lively in-class disucssion was held to discuss the pros and cons of each topic. The students were startled to realize the depth and diversity of seemingly ordinary topics.	The assessment criteria covered six distinct areas including the evaluation of the relevance and coherent presentation of the thesis statement within the Ideas & Content section of the matrix. Organization (coherence and parallelism), Vocabulary (word choice and usage), Sentence Structure (fluency with variety), Mechanics (spelling, paragraphing, and capitalizing), and Voice (writing to be read) were the remaining criteria.	7	7	No Change	Classrooms conducive to all ages and body types would be appreciated by students. Computer equipped classrooms available on a consistent basis would also be helpful.	(1.) Instructional Equipment: (2.) Computer Technology / Software: (3.) Other: classroom configuration
Developmental Studies in Communication	Critical reading: Comprehend readings for community and/or global contexts.	Students completed an exercise on fact and opinion and were required to distinguish whether individual statements and statements within the context of paragraphs were fact, opinion, or a mixture of fact and opinion.	Students Assessment criteria required students to earn a score of 70% or above on the overall exercise.	10	9	No Change	No action needs to be taken. Students were successful in achieving this critical reading goal.	(1.) None: (2.) None: (3.) None:
Developmental Studies in Communication	Informed discussion: Articulate an understanding of	After assignment of reading Ch.11 "Health" in text, assigned a three	Students were assessed based on (1) completion of	19	16	No Change	Increased availability of access to a computer	(1.) Academic Support Labs: Additional tutors in Writing Center

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
	a variety of materials.	day, four part, group brainstorming, critical thinking, research, and group presentation exercise on health issues encountered by college students. Divided class into small groups and gave each student an assignment worksheet. Groups first brainstormed for characteristics of good health, narrowing the list to 10 most important characteristics. Secondly groups brainstormed for student health issues that interfere with these health characteristics and what effects these health issues can have on a student's life and success in achievement of educational and career goals for the future. Groups met outside of the classroom either outdoors or in the Student Union and were given 45 minutes to complete the brainstorming exercises. The second day, groups met in	brainstorming lists on worksheets (with at least 10 health characteristics, 10 relevant issues, and 10 relevant effects), (2) effective research of health issues and citation of relevant sources, (3) leadership and participation in 3rd day informed class discussion, and (4) completion of a self-evaluation of group work, effective research, and individual participation.				classroom for use of developmental classes and college skills classes for research and composition. Increased availability of tutoring support from the Writing Center for developmental studies and college skills students. (Southeast campus Writing Center has only 1 1/2 tutors available.) Continued support from Student Activities and the Fitness Center offering workshops and professional presentations that deal with health related issues that affect college students. In the last few semesters, presentations have been offered on drug use, date rape, nutrition, health and fitness, and other relevant health related issues. It is important that this support continues to be offered. Students who take evening and summer classes often do not have the benefit of these	to support group presentations with tutoring sessions. (2.) Computer Technology / Software: Computer classroom more available to be used for developmental studies and college skills courses for research and composition. (3.) Guest Speakers / Field Trips: Student Activities professional presentations for day, evening and summer students.

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
		<p>the Computer Classroom to research the health issues they had chosen and the effects of these issues, and to prepare presentations for the following class session. In the third class session, each group gave a 10-15 minute presentation in which they presented their lists and led and participated in a brief class discussion of the impact, prevention, and treatment of these health issues.</p>					<p>programs. If the college could provide more of these important and relevant programs for evening and summer programs, and could continue to offer these programs for day students, this would better enhance the chances of student success towards the ability to be informed and use critical thinking skills to discuss these issues. These programs also provide up to date, relevant and valuable information for faculty instruction.</p>	

Spring 2007 Drafting and Design Engineering Technology Assessment Report

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
Drafting and Design Engineering Technology	To secure needed data from reference materials such as Machinery's Handbook, American Institute for Steel Construction (AISC) manual, ASAWS, etc.	Understand the overall structure and interrelatedness of the building and safety, mechanical, fire, electrical and zoning codes. Understand how to apply them to situations through details and research.	Study a concise but comprehensive text on the subject. Complete several details and turn in various homework assignments related to the content.	6	6	No Change	further development of related software offerings.	(1.) None: (2.) None: (3.) None:

Spring 2007 Economics Assessment Report

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
Economics	Illustrate on a graph how a free market arrives at equilibrium price and quantity.	Students are assigned a problem to determine the equilibrium price and quantity from a graph in a fictitious market for wine in the USA during the year 2005.	Students must provide the correct equilibrium price and equilibrium quantity from the graph.	27	25	No Change	No changes are necessary in assessing this goal due to the high success rate.	(1.) None: (2.) None: (3.) None:
Economics	Illustrate on a graph how a free market arrives at equilibrium price and quantity.	Students were given an assignment which required them to analyze a supply - demand market situation and determine the equilibrium in the market and the equilibrium quantity.	If the students could perform the necessary mathematical calculation to determine equilibrium price and quantity, they were considered successful.	23	23	No Change	None needed.	(1.) None: (2.) None: (3.) None:
Economics	Illustrate on a graph how a free market arrives at equilibrium price and quantity.	Question 48. on test 1 for Macroeconomics 48. On the graph below, illustrate the effect that an increase in the number of buyers would have on market price and quantity.	If the student could properly demonstrate the changes that should take place on the graph, I assumed they have an understanding of equilibrium and free market economics.	70	41	Perhaps more "in-class" quizzes to reinforce these concepts. Spring 2007 students seemed to have lower attention spans and less motivation than during Fall 2006?	Perhaps students could be required to take a "Success in College" course before they attempt any serious coursework?	(1.) None: (2.) None: (3.) None:
Economics	Illustrate on a graph how a free market arrives at equilibrium price and quantity.	Students are required to complete homework problems that	Students must understand that a supply disruption causes a supply shift to	7	7	No Change	The institution should consider additional tools for the classroom to aid	(1.) None: (2.) None: (3.) None:

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
		demonstrate proficiency with supply and demand graphs. Students are required to discuss how economic events could cause shifts in supply and demand and demonstrate on the classroom white board how such shifts cause a new equilibrium price and quantity. Students also demonstrate examples of price ceilings and floors, draw them on the graph and explain their relationship to the equilibrium point.	the left and a corresponding increase in price and a decrease in quantity. They must demonstrate an understanding that an increase in supply causes a decrease in price and an increase in quantity. They must demonstrate causes of demand shifts and understand that a decrease in demand causes a decrease in price and quantity. Also an increase in demand causes an increase in price and quantity. They must demonstrate an understanding of price floors and ceilings and how they set an artificial price and quantity and how they tend to create shortages and surpluses.				the instructor in demonstrating economic principles.	
Economics	Illustrate on a graph how a free market arrives at equilibrium price and quantity.	I gave my students a quiz requiring the students to graph a demand curve and a supply curve and then indicate equilibrium price and quantity.	Students who were able to illustrate on a graph how a free market arrives at equilibrium price and quantity would be able to correctly graph a demand curve and a supply curve and then	148	136	No Change	No additional resources are needed at this time.	(1.) None: (2.) None: (3.) None:

**Discipline/
Program**

**Goal/
Competency**

**Assessment
Activity**

**Performance
Criteria**
indicate
equilibrium price
and quantity.

**Number
Assessed**

**Number
Successful**

**Instructor
Action**

**Institutional
Action**

**Designated
Needs**

Spring 2007 Electronics Technology Assessment Report

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
Electronics Technology	Assist with installation and acceptance tests on new equipment.	Presentation - Poster session for Four design groups. Groups were to analyze problem, write a report, develop a PPT and give a Oral Presentation.	PPT to be 5 slides or greater, Presentation to be 2min to 5 min long.	9	9	No Change	Continue with PPT format, but include to othr students	(1.) Instructional Equipment: (2.) Guest Speakers / Field Trips: (3.) None:

Spring 2007 Engineering Assessment Report

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
Engineering	Communicate Engineering Concepts Effectively	Students will be given FBD (Free Body Diagram) problems with no solutions manual available.	Students must correctly place, with amount and direction, with 75% accuracy each reaction force and couple on the FBD.	20	16	No Change	The students were successful. The next step is to provide a physical model and give the students the same task.	(1.) None: (2.) None: (3.) None:
Engineering	Communicate Engineering Concepts Effectively	Groups of four students were required to estimate a real life construction project. To work in groups they had to effectively communicate with each other and had to be able to read engineering drawings.	Each group had to complete the activity and turn in the estimate.	13	13	No Change	No action is required.	(1.) None: (2.) None: (3.) None:
Engineering	Communicate Engineering Concepts Effectively	The student will demonstrate the ability to solve a 2nd order electrical circuit problem using calculus and differential equation principles by the following: 1) Finding the transient response of an RLC circuit 2) Finding the steady state response of the same RLC circuit 3) Finding	Each student's calculations (responses) will be compared to a known solution. If the student solves (in writing) 70% or more of the problem correctly, the student will have demonstrated satisfactory proficiency of the topic of the assessment activity.	11	11	No Change	Based on the results of the scoring of the accuracy of each student's responses on the assessment activity, and verifying that 11 of the 11 students assessed earned 70% or higher on the activity, no change is warranted at this time. Current instructional methods related to this topic will be continued.	(1.) Prerequisites / Curriculum: Students are encouraged to have successfully completed Calculus II and Engineering Physics II prior to enrolling in EGR2613 (2.) None: (3.) None:

**Discipline/
Program**

**Goal/
Competency**

**Assessment
Activity**

the total
response of the
same RLC circuit

**Performance
Criteria**

**Number
Assessed**

**Number
Successful**

**Instructor
Action**

**Institutional
Action**

**Designated
Needs**

Spring 2007 English Assessment Report

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.	Honors Composition I – In-Class Reader Response This activity requires the student to read a short story by Joseph Suina and analyze and extrapolate their own life experience to the author's in a comparison-contrast essay or an exemplification essay. After reading Joseph Suina's "And Then I Went To School," choose one of the topics below and write a reader-response. Topic for Comparison-Contrast Reader-Response: In his short story, "And Then I Went to School," Joseph Suina compares his life as a Cochiti Indian to his life after it	Exemplification Grading Rubric – Honors Composition I Name _____ _____ Score _____/150 _____ (10 points) Pre-writing work – some form of organization planned _____ (15 points) Thesis statement states the three points of the claim, is _____ the last sentence of the first paragraph, is parallel, and _____ does not break any of the 'ten commandments.' _____ (15 points) The second paragraph begins with a topic sentence and _____ effectively develops the first point of the thesis statement	16	14	No Change	No action is necessary.	(1.) None: (2.) None: (3.) None:

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
		has been influenced by the white man's culture. He concludes, "The demands of both worlds were there. The white man's was flashy, less personal, but comfortable. The Indian was both attracted and pushed toward these new ways that he had little to say about. There was no choice left but to compete with the white man on his terms for survival" (LR 275). Compare and contrast your life at two different points in time. Include in your thesis statement an answer to these questions: How did your life change over time? What influenced the change? Was life better or worse after the change? Include three points of comparison and/or contrast and include these in the last sentence of the first paragraph.	using effective examples _____ (15 points) The third paragraph begins with a topic sentence and effectively develops the second point of the thesis statement using effective examples _____ (15 points) The fourth paragraph begins with a topic sentence and effectively develops the third point of the thesis statement using effective examples _____ (5 points) Introduction effectively introduces the topic and draws the reader in _____ (5 points) Conclusion effectively ends the paper, is tied to the					
		Topic for Exemplification Reader-Response :	introduction and restates the thesis					

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
		In his short story, "And Then I Went To School," Joseph Suina reports that his grandmother showered him with praise and made him feel like a "Superman." However, once he entered school, the constant scolding, dirty looks, and ruler slaps eroded his self-esteem.	_____ (10 points) Adequate transitions are included to "stitch" the _____ essay together					
		Write a response that exemplifies how a person affected your view of yourself, either by praising or by criticizing you. Provide three dramatic examples that exemplify how they affected you or provide one single, richly detailed example to show how this person affected you in three ways. Be sure to make an arguable thesis statement at the end of your first paragraph that includes your three points of support.	_____ (10 points) Grammar and Punctuation (minus one point for _____ each mistake) Compare/Contrast Grading Rubric – Honors Composition I Name _____ _____ Score _____/150 _____ (10 points) Pre-writing work – some form of organization clear _____ (15 points) Thesis statement states the three points of the claim, is _____ the last sentence of the first paragraph, is parallel, and _____ does not break any of the 'ten					

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			<p>commandments.'</p> <p>_____ (45 points) The body paragraphs (two or three depending upon which method of organization is used) effectively develop the three points of the thesis statement and each begin with a thesis statement</p>					
			<p>_____ (5 points) Introduction effectively introduces the topic and draws the reader in</p>					
			<p>_____ (5 points) Conclusion effectively ends the paper, is tied to the introduction, and restates the thesis</p>					
			<p>_____ (10 points) Adequate transitions are included to "stitch" the essay together</p>					
			<p>_____ (10</p>					

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English	Effective Writing: Use appropriate techniques to communicate ideas in a unified and coherent manner.	For the first major assignment, students were asked to write a descriptive essay, choosing their topics from a long list of options. Prior to writing the essay, they became familiar with aspects of descriptive writing, such as vivid sensory details and dominant impressions. Also, they read three sample essays that included these aspects with the hope that their essays would follow a similar pattern. The students wrote a rough draft that was peer-reviewed during the following class and turned in a final draft one week later.	points) Grammar and Punctuation (minus one point for each mistake) The criteria used to assess the students included areas such as mechanics, grammar, vocabulary, content, coherence, unity, sentence structure, etc. The essay was worth a total of 100 points and each area of assessment was worth 10 points. Success for this assignment meant a score of 70 or above.	18	16	No Change	By the institution placing more emphasis on writing skills, students will enter a freshman comp class with a better understanding of what is needed to be successful.	(1.) None: (2.) None: (3.) None:
English	Scholarly Research: To present appropriate evidence from	Students were to create a working bibliography of at least ten sources, documented	To receive a satisfactory (C or better) grade, students needed to locate a	6	3	Even though this was an Honors Composition II, I should not have assumed	Students had difficulties with this assignment because, unlike essays, which	(1.) None: (2.) None: (3.) None:

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	primary and secondary sources.	according to MLA format.	variety of scholarly sources (at least one book, at least one journal article, no commercial websites) and to follow the basic format for MLA citations. They also needed at least ten sources.			students understood how to find and evaluate sources for college-level resources. I will spend more time reviewing skills that students were to have learned in Composition I.	students can sometimes write quickly (although not necessarily effectively), finding and documenting good sources is time-consuming. Students needed to devote at least eight hours outside of class to this assignment. The institution could support the English faculty by providing students instruction--work shops or a required class--on time management.	
English	Effective Writing: Use appropriate techniques to communicate ideas in a unified and coherent manner.	Students wrote a paper in which they did a rhetorical analysis of a movie using the Toulmin method of analysis.	Students were graded on their essay-writing skills, and their success at interpreting the movie's basic claim and performing the analysis. Successful is a "C" or better on the paper.	45	30	The next time I use this assignment, I will not use a movie since students seemed to struggle with the stretch between interpreting the movie's claim and taking it to the next step to perform the Toulmin analysis. I would use a famous essay or speech instead.	Don't allow students who didn't make a "C" or better in Composition I to enroll in Composition II.	(1.) None: (2.) None: (3.) None:
English	Scholarly Research: To present appropriate evidence from primary and secondary sources.	Each student has to complete a 5-8 page research paper utilizing both primary and secondary sources. In addition, each	I evaluate each student based on his or her ability to effectively quote, summarize, paraphrase, and synthesize information from	9	8	Before the large research project is due, each student will complete a mini-research assignment, including a reduced version	I have no suggestions at this time. The research process is very difficult for students at this level, as they often find the workload	(1.) None: (2.) None: (3.) None:

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		student has to complete an annotated bibliography, utilizing and evaluating at least eight sources.	all sources. Each student is also held accountable for documenting all sources per the MLA guidelines.			of the annotated bibliography. This change will allow the students to fully digest the process required, and then demonstrate their understanding before completing a more comprehensive project.	daunting. Going forward, I will work to make the process more user-friendly and less intimidating.	
English	Effective Writing: Use appropriate techniques to communicate ideas in a unified and coherent manner.	Writing summary and evaluation	Students were to read an assigned work, write a cogent summary with evaluation meeting guidelines used in Little Brown. They were to maintain unity and coherence throughout the student work. Also students were to examine coherence strategies, any of which were to be found and used effectively in their works.	20	15	No Change	Classes need to be offered each semester for using the camera and computer technology available in most English classrooms. In addition to powerpoint, instruction should address capabilities of the equipment being placed into classroom. Also labs should be offered for instructors to practice what they have learned. Some instructors are not familiar with the technological resources available for classroom use.	(1.) None: (2.) None: (3.) None:
English	Critical Reading: Analyze and evaluate increasingly complex readings while considering	The students were asked to read an essay dealing with a current issues facing Americans	The students had to write essays in the correct form for an academic paper. The students had to	23	20	No Change	TCC could offer workshops on current trends in teaching writing to college students.	(1.) Professional Development - External: (2.) None: (3.) None:

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English	community and global contexts.	and then write an essay of at least 500 words analyzing the points made in the essay.	use satisfactory sentence structure, grammar, and spelling. The content of their essays had to reflect critical thought and understanding of the points made by the author of the essay they read.					
English	Scholarly Research: To present appropriate evidence from primary and secondary sources.	Persuasive essay requiring online research as backup for student's thesis statement	Accurate interpretation of evidence Acknowledges pro and con sides of issue Clearly and convincingly makes a successful argument based on clear thesis statement Draws solid conclusions Justifies claims with appropriate backup evidence	6	6	No Change	Familiarizing students with online resources is an essential for all writing classes	(1.) None: (2.) None: (3.) None:
English	Effective Writing: Use appropriate techniques to communicate ideas in a unified and coherent manner.	Five essays, in ranges from 500 to 900 words, in a variety of development patterns and on a variety of topics were assigned throughout the semester.	A grading rubric was developed to assess each essay for effectiveness of the following elements: Format, title, thesis statement, introduction, organization, content, conclusion, style, and mechanics.	63	61	No Change	None required.	(1.) None: (2.) None: (3.) None:
English	Effective Writing: Use appropriate techniques to communicate ideas in a unified	Students will plan, draft, outline and write 3 1000-1400 word essays	A superior paper (A-B) will delineate a clearly stated thesis in a	15	13	No Change	No additional institution action is required.	(1.) None: (2.) None: (3.) None:

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	and coherent manner.	during the semester dealing with informative and persuasive writing, including a critique.	well-developed discussion with minimal mechanical errors. An average paper (B-C) will offer a stated topic with some context for discussion, but lacking the clarity of the superior paper; it will contain 3-10 mechanical errors. A substandard to failing paper (D-F) will lack a clearly defined topic and little development and will contain excessive mechanical errors.					
English	Effective Writing: Use appropriate techniques to communicate ideas in a unified and coherent manner.	In the beginning of the spring semester twenty-one freshman students were asked to complete a writing sample, to assess their readiness for English 1213. They were given the following assignment: Read Marjorie Agosin's poem, "English," (EA, page 757) and discuss how this poem fulfills EA's definition of an argument. Then analyze and interpret at least	The following criteria was assessed when grading the essays to evaluate how to structure the rest of the semester - i.e., if most students did not understand how to use in-text citations correctly, more time would need to be spent on that lesson. The following questions were addressed: *Did the students understand how response essays	21	15	Based on the results on the sample essay, I realized that students did not understand what "in-text" citation meant, nor did they understand the use of the historical present voice. They also did not realize that when answering a specific essay question, NOT answering it was almost as bad as answering it with inadequate support. Although 15 students received all points possible for	This is probably the worst suggestion ever - in order to help the vast majority of students who seem to have writing issues particularly relating to grammar - I would suggest increasing student awareness in the possibility of testing out of writing classes or entering honors comp II. This would remove the better writers (which as a teacher, I do not want) but it would also make	(1.) None: (2.) None: (3.) None:

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		<p>one argument the poem develops regarding language. Be sure to include quotations from the text and proper support for your position. When quoting from the poem, include the relevant page number - follow MLA rules for in-text citations; however, a works cited page is not necessary. Refer to LB, chapter 5, for suggestions on answering essay questions.</p> <p>Although, we had discussed what an argument was we had not yet fully discussed the finer points of definitional arguments. The assignment was made to see how well students could respond to a specific question with two parts. Could they write an appropriately narrow thesis that incorporated answers to two questions and sustain the standard conventions of English for a short response essay of 300 words? The</p>	<p>differ from essays where they have the freedom (within limits) to choose their own topic? *Did they understand how to cite information? *Did they use quotations appropriately? *Did they respond with an adequate thesis and organize the essay in a logical manner that was apparent to the reader? *Did they include adequate supporting evidence? *Did they understand the fallacy of authorial intention? *Did they understand when to write in the historical present tense? *Did they follow the explicit format directions? *Did they have less than five major grammar errors? *Did they use quotations in no more than ¼ the essay?</p>			<p>answering to the best of their ability, only seven would have received a "C" grade or above. Although, grammar is not to be taught in composition II, I found it nearly impossible not to go over several aspects of grammar in the classroom because so many students' grasp of grammar was so poor. Several students were referred to the writing center and offered additional support. More time was spent on particular aspects of writing - especially the purpose of a thesis statment - and on the value of revision because of the above assessment. Techniques for studying effectively, proofreading, and on using the LB reference text to find how to "fix" grammar issues were also inserted into lessons because only TWO essays in the assessment lacked numerous hurried mistakes</p>	<p>it much easier to teach to the students who have writing issues related to grammar. Grammar is intricately related to writing. Another suggestion (which I really hesitate to make because the writing center does a superb job and offers many, many, helpful classes) is to have certain tutuors particularly linked to composition two classes that are grammar and writing masters and that can (without rewriting student's papers) work with them to help students overcome specific problems. Of course, then the problem is enticing the student to use these resources. Of the three sections I've taught, only two students have used the writing center, although I suggest it to many more. Perhaps, in my next assessment, I will make it part of one</p>	

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English	Effective Writing: Use appropriate techniques to communicate ideas in a unified and coherent manner.	response was also used to measure student's knowledge of literary terms and conventions for a later assignment (their third major essay), and to help them prepare for an in-class essay that required them to answer a specific topic question. The essay was written outside the classroom, on word processors, and was assigned on a Wednesday and received on a Friday. Students who adequately (to their best ability) completed the assignment were given twenty points. To effectively write in a specific mode of development to communicate ideas and thoughts. All students are required to write a five paragraph definition essay.	Student needs to demonstrate effective communication, complete ideas and thoughts, and write in the definition mode of development. A rubric was used to successfully assess students work. This rubric was on a scale of one to four. Four is the best, one is the worst.	10	9	that proofreading should have caught - missing words, misspelled words, missing periods, paragraphs starting without indentions, etc. Unfortunately, the one student who did choose to use the writing center had a realistic (but negative) experience. Although the writing center does not (and should not!) simply edit and fix students' mistakes, using the writing center had little impact on improving this student's essays and he now no longer chooses to use the writing center.	essay's grade for all students to use the writing center on at least one paper. Maybe they simply fear the unknown.	(1.) None: (2.) None: (3.) None:

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English	Informed Discussion: Articulate critical responses to a variety of works.	Students read an article on religion in the public arena. They then had to critique the articles in a discussion board post. Next they had to select other student posts and critique them. This got the students debating not just with the author of the essay, but also with each other.	A three or a four was acceptable. An one or a two, the student could revise until an acceptable grade was made. Students were expected to show a clear and argumentative thesis, understanding of the material they read, and logical support for their positions.	10	9	No Change	All the tools needed to complete this assessment activity are provided by Blackboard. No other resources are needed.	(1.) None: (2.) None: (3.) None:
English	Effective Writing: Use appropriate techniques to communicate ideas in a unified and coherent manner.	1. Take a stand on a controversial issue and write an essay of 800 - 1,000 words. Narrow your topic. 2. Assert your stand in your thesis statement. 3. Use logical, emotional and ethical appeals taken from at least five reliable sources	Rubric evaluating three criteria listed in activity.	23	21	No Change	We still need computer-equipped classroom with projection capabilities. What a wonderful aide to the teaching of writing.	(1.) None: (2.) None: (3.) None:
English	Informed Discussion: Articulate critical responses to a variety of works.	Graded discussion for drama Hamlet.	Understand themes and text of drama and participate in an in-depth discussion.	15	13	No Change	Request that LRC obtain a copy of video of Hamlet to assist in the learning.	(1.) None: (2.) None: (3.) None:

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English	Scholarly Research: To present appropriate evidence from primary and secondary sources.	A student must write a five-page, formal research paper incorporating seven sources. Each source must be a published literary critic that analyzes a literary work chosen by the student. Through class discussions, PowerPoint presentations, library orientation to secondary sources (printed and online), and online exercises, the student understands the research process. In addition to the three important areas of Development, Style, and Mechanics, students must demonstrate proficiency in Modern Language Association (MLA) documentation rules. This proficiency manifests in the student demonstrating correct MLA parenthetical documentation as well as constructing a proper Works Cited.	Students must demonstrate proper essay structure with an Introductory paragraph, Body paragraphs, and Concluding paragraph. Within these paragraphs the student must correctly state the thesis of the composition and supply a topic sentence for each body paragraph, along with adequate support (quotes, names of authorities, or numbers/statistics) from secondary sources of research in the library or library website. Using both MLA parenthetical documentation and Works Cited, the student must acknowledge the source of support. Proper citation of the source under the MLA rules is the basis for establishing proficiency. Proficiency is determined by adherence to the MLA Handbook or The Little, Brown Handbook (Chapter 47).	32	24	No Change	I am always looking for a more effective means of teaching Freshman Composition. Based on the assessment results, I have created Microsoft PowerPoint presentations for use in the classroom which cover specific discussion topics involving both the research process and formal documentation of sources found during research. In addition, I post all my classroom PowerPoint presentations to Blackboard's Course Document, making them available for student review. To enhance student learning, I also assign specific computer aided instruction modules that strengthen student MLA documentation skills. The student completes these MLA modules on the Little, Brown companion website (MyCompLab) and then	(1.) None: (2.) None: (3.) None:

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English	Scholarly Research: To present appropriate evidence from primary and secondary sources.	Students are put into pairs. Each takes an opposing position on a controversial topic. Each student is required to find two primary sources and one secondary source from a TCC data base to support thier positions. Each student makes an oral presentatin to the class presenting their argument and using their sources.	All class members evaulate the strength of the argument and the quality of the sources using a rubric given by the instructor.	13	13	No Change	completes a multi- question proficiency exam as the basis for improving research skills and MLA documentation. None needed	(1.) None: (2.) None: (3.) None:
English	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.	Clear and properly punctuated proposition with three points of division 10 points Clear proposition with three points but with some punctuation errors 06 points Clear and properly punctuated proposition without the three points of division 03 points Unclear proposition with	16	16	No Change	None	(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.	Using the course text Along These Lines, students were asked to compare or contrast the persons they were two years ago to the persons they are today in a four paragraph essay.	punctuation errors 00 points Competency established when student rates "clear and properly punctuated proposition with three points of division 10 points The essay must contain an introduction with a clear thesis statement, two body paragraphs (each following the format previously established), and a conclusion paragraph. There must be no incomplete sentences and no spelling errors.	7	7	No Change	The instructor lead the class in a discussion of comparative writing using the chapters and exercises in the textbook. Groups were utilized in practicing the steps of the writing process.	(1.) None: (2.) None: (3.) None:
English	Scholarly Research: To present appropriate evidence from primary and secondary sources.	Students were to select an abstract word or concept from instructor's worksheet, answer the questions related to their word/concept, search and annotate and incorporate at least four sources on their word, then create a five paragraph definition essay with parenthetical documentation to support their	Students were graded on the following criteria: Mechanics, Content, Works Cited, Parenthetical documentation, Completed worksheet, Primary and secondary sources, Annotated sources, and Outline. The researched definition essay was worth 100 points.	8	6	Since two students made "D" on the assignment because of the incorrect documentation and works cited page; I would spend an additional class or library setting on exercises related to documentation and works cited format or have the class do a group assignment and work together on the exercise.	I would still devote time for the LRC orientation since I feel it is beneficial to the students.	(1.) None: (2.) None: (3.) None:

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English	Scholarly Research: To present appropriate evidence from primary and secondary sources.	personal definition. They were to include a Works Cited page and their photocopied annotated sources. Students were to incorporate effective writing techniques plus correctly formatted documentation into the essay. 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 documented bibliography.	Sources had to be current and viable to the point of argument being presented. MLA documentation had to be accurate. Summaries and questions raised by the article (annotation) had to reflect accurate reading and thoughtful evaluation of the article.	15	15	No Change	Adjunct professors need a place to conference with their students.	(1.) None: (2.) None: (3.) None:
English	Scholarly Research: To present appropriate evidence from primary and secondary sources.	Research Paragraph Assignment TOPIC: In our Humanities and Composition Block Course, we have examined cultural values of the Greeks, the Romans, and of our own culture. Choose a Roman value that you	4. Consistently does all or almost all of the following: Accurately interprets evidence, statements, graphics, questions, etc. Identifies the salient arguments	4	3	No Change	Three of the four students failed the assignment on first try. I had to reteach the unit and explicate typical errors, prepare a redo assignment similar to the first, and reevaluate responses. On the second attempt only one student failed to	(1.) None: (2.) None: (3.) None:

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		<p>feel is also a value in contemporary American culture. Be sure you limit your topic, so it may be covered in a single paragraph.</p> <p>PARAGRAPH: Write a paragraph (9-12 sentences) in which you describe this contemporary value and/or explicate its importance in our culture. You may connect it to the Roman value if you like, but a comparison is not required for the assignment.</p> <p>Resources for Support You will need to include at least one direct quotation and one paraphrase in this paragraph. Try to balance the borrowed material and your own ideas so that no more than 25% of the paragraph is borrowed material.</p> <p>Sources may include (but are not limited to) contemporary magazines such as "Time," "Newsweek,"</p>	<p>(reasons and claims) pro and con.</p> <p>Thoughtfully analyzes and evaluates major alternative points of view.</p> <p>Draws warranted, judicious, non-fallacious conclusions.</p> <p>Justifies key results and procedures, explains assumptions and reasons.</p> <p>Fair-mindedly follows where evidence and reasons lead.</p> <p>3. Does most or many of the following:</p> <p>Accurately interprets evidence, statements, graphics, questions, etc.</p> <p>Identifies relevant arguments (reasons and claims) pro and con.</p> <p>Offers analyses and evaluations of obvious alternative points of view.</p>				<p>meet the assignment requirements, demonstrating a lack of proficiency in handling of secondary materials in research (MLA documentation style). Because of the trouble Composition I students have comprehending research skills, I plan to add an additional one-week teaching unit to the already 3-session teaching unit I teach on research skills.</p>	

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		<p>"The Atlantic Monthly," or "The New Yorker." You may also use databases suggested by the librarians in our LRC. Scholarly psychology and sociology journals may be helpful as well.</p> <p>Final Assignment Components</p> <p>As you prepare the final version of your Research Project, please include these components in this order:</p> <ul style="list-style-type: none"> • Submit your research paragraph on the first page (and use the style heading from the yellow sheet I distributed to the class). Be sure to title your paragraph. • Include at least one paraphrase in your paragraph and one direct quotation. • Right behind your paragraph, attach a copy of the original material used in your secondary source. (Highlight quoted or borrowed material.) • The last page of your 	<p>Draws warranted, non-fallacious conclusions.</p> <p>Justifies some results or procedures, explains reasons.</p> <p>Fair-mindedly follows where evidence and reasons lead.</p> <p>2. Does most or many of the following:</p> <p>Misinterprets evidence, statements, graphics, questions, etc.</p> <p>Fails to identify strong, relevant counter-arguments.</p> <p>Ignores or superficially evaluates obvious alternative points of view.</p> <p>Draws unwarranted or fallacious conclusions.</p> <p>Justifies few results or procedures, seldom explains reasons.</p> <p>Regardless of the evidence or</p>					

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		assignment will be the combined works cited page you create with your group.	<p>reasons, maintains or defends views based on self-interest or preconceptions.</p> <p>1. Consistently does all of almost all of the following:</p> <p>Offers biased interpretations of evidence, statements, graphics,</p> <p>Questions, information, or the points of view of others.</p> <p>Fails to identify or hastily dismisses strong, relevant counter-arguments.</p> <p>Ignores or superficially evaluates obvious alternative points of view.</p> <p>Argues using fallacious or irrelevant reasons, and unwarranted claims.</p> <p>Does not justify results or procedures, nor explain reasons.</p>					

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			<p>Regardless of the evidence or reasons, maintains or defends views</p> <p>based on self-interest or preconceptions.</p> <p>Exhibits close-mindedness or hostility to reason.</p> <p>Students receiving a "4" or "3" have adequately demonstrated proficiency.</p>					
English	Scholarly Research: To present appropriate evidence from primary and secondary sources.	Students were required to accurately interpret evidence, statements, graphics, questions;; identify the reasons and claims (pro and con); analyze and evaluate major alternative points of view; draw warranted, non-fallacious conclusions.	Students were evaluated on the level to which they correctly utilized MLA documentation criteria, used the proper number of outside sources, properly integrated borrow material with their synthesized commentary. They had to produce an argument that addressed both sides of an issue and support it with scholarly evidence.	84	70	No Change	The college is considering adding institutional research to the curriculum which will help reinforce scholarly research. All disciplines need to work together to teach scholarly research. Students who succeeded followed the assignment completely and consulted their handbooks for models. Those who didn't successfully complete the assignment were	(1.) None: (2.) None: (3.) None:

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English	Informed Discussion: Articulate critical responses to a variety of works.	Informed discussion was required in this in two forms: (1) in the form of 5 written essays; (2) in the form of 12 required Discussion Board entries. The course is divided into three parts: the Romantics, the Victorians, and the 20th century. Two essays on the Romantics were required; two on the Victorians; and one on 20th century writings. Twelve Discussion Board entries were required: 4 on Romantics, 4 on Victorians, 4 on twentieth century writers.	Three projects are required for successful completion of the course: one on the Romantics, one on the Victorians, and one on twentieth century writings. Each project is worth a possible 100 points. Two essays, each worth 25 points of the 100-point project, were required on the Romantics, two essays, each worth a possible 25 points of the 100-points project, on the Victorians, and one essay worth 50 points of the 100-point project, on twentieth century writers. The essays were graded both on content - the informed discussion - and on mechanics. Criteria for informed discussion were the knowledge of the writing or writings that were the topic of the essays and the careful consideration	16	15	No Change	absent on lecture days covering the material or careless in their work. Reduced class size for ENG 1213 and ENG 1113 would allow instructors to spend more time with individual students who need help in developing the critical thinking skills needed to participate in informed discussion.	(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.	The assignment is to read three essays that center around one controversial issue; then, to write a summary, analyze, and response to each essay. This assignment	and depth of thought displayed in the essays. The twelve Discussion Board topics were each worth a possible 2.5 points - a total of 10 points for discussions on the Romantics, 10 for discussions on the Victorians, 10 for discussions on the twentieth century readings. The points were awarded if the Discussion Board entries revealed that the material under discussion had in fact been read, and that the writer had then made informed, thoughtful judgments about the material. (A 4th Discussion Board, an Introductions Forum, was also provided.) Board The assignment is valued at 100 points. Each aspect of the writing has distinctive expectations. Summary: 3 sentence summary including the claim, an	14	13	No Change	I appreciate having the computer labs to use with the students in writing their papers. However, once again, I would encourage the "Course Evaluators" to	(1.) Professional Development - External: 1 hour writing lab for Comp 1113 (2.) None: (3.) None:

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		is a culmination of learning to summarize, analyze the proofs used by the author, and then develop a response based on this analysis.	integrated quotation, and conclusion of the essay's author. Analysis: an analysis of the thesis, evidence/proof, organization, and approach to the topic Response: Based on the evaluation of the essay, a personal response to the article and the issue In addition, the mechanics of writing are also included in the evaluation of the assignment				assess the value of having a one hour computer lab attached to the Comp 1113 class. It would improve their documentation skills, allow for more individual instructor help, and improve the word processing skills much needed by some students. I believe the 1 hour lab would be beneficial!	
English	Effective Writing: Use appropriate techniques to communicate ideas in a unified and coherent manner.	Students wrote a five page position paper, using research and MLA documentation, concerning a contemporary topic.	Students were assessed according to sentence structure, grammar, mechanics, MLA documentation, content, organization and coherence.	8	8	No Change	A continuation of the current institutional action is suggested.	(1.) None: (2.) None: (3.) None:
English	Scholarly Research: To present appropriate evidence from primary and secondary sources.	WRITING EXAM #3: POSITION PAPER Taking A Stand Pick a controversial subject in pop culture that is of interest to you and write a policy position paper. This essay will be	Standards of Evaluation Content (0-30 pts.) Excellent 30 pts. Little to no improvement necessary. Very Good 29-28 pts. Writer's own	29	19	I will give more examples of an acceptable essay in order to have 100% success. Additionally, I will allow more in class time to work on the activity so that I will be available to assist them during the project.	I believe the training available now is fine. I would like more technology available in order to have the opportunity to work with the students during this activity.	(1.) None: (2.) None: (3.) None:

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		<p>your opinion regarding the issue, your opinion fortified with support, i.e., logos, ethos, and pathos (preferably much less of the latter). One way to begin is to start with a question. For instance, how should we treat juvenile offenders? Should stem-cell research be broadened? What should citizens do for their communities? Notice in each questions is the "should" or "ought" factor. Your claim is your statement of policy.</p> <p>Review logical fallacies. These are easy to fall into as they are part of our everyday conversation. Politicians wield them constantly, but when you write for a thoughtful, educated audience, you must assiduously avoid falling into sweeping generalizations, either/or fallacies, red herrings, and the</p>	<p>truth, original perception; focus sufficiently narrow; development specific, concrete, and substantive, appropriate to audience/purpose; thorough, relevant, reasonable and creative.</p> <p>Good 27-25 pts. Has many characteristics of truth/perception/appropriateness; development relevant and specific, but lacks thoroughness, freshness, creativity.</p> <p>Average 24-20 pts. Some perception of subject; limited development; mostly relevant to subject but lacks specific detail; ideas lack completeness and insight; superficial/obvious content. Minimal failure to comply with assignment requirements, and the effort to meet requirements is obvious.</p> <p>Fair – Poor 19-12 pts.</p>					

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		like. Qualify your statements: Most, many, some, a few, often, sometimes. Words like these help to create ethos, i.e. you have considered your audience.	Limited perception of the subject; development ordinary, spare, and poorly considered, often wandering or off focus.					
		Opinions. Your opinion should be an educated opinion. There are people who believe the world is flat, the Holocaust never occurred, and the walk on the moon was done with smoke and mirrors. This is their opinion. Your opinion, to be worthy of serious consideration, must be grounded in some kind of proof that reasonable people can debate and discuss.	Substantial failure to comply with assignment requirements appears throughout the work. Very Poor 11-10 pts. Little perception of the subject or the assignment; non-substantive; irrelevant development, spare, vague, and repetitive.					
		Write your introduction and conclusion using one of the strategies discussed in your handbook. Remember: transitional paragraphs are excellent devices. Review this section of your	Unacceptable 9 pts. Little, if any, evidence of genuine thought, effort, or attention to assignment requirements Organization (0-15 pts.) Excellent 15 pts. Little to no improvement necessary Very Good 14-13 pts. Introduction and conclusion appropriate for					

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		<p>handbook for more details.</p> <p>REFUTATION: One of your body paragraphs must anticipate and respond to objections to your position, i.e. you must consider the other side. In order to be successful be sure to refer to the reference page list and the helps, hints, and handouts. There is a specific handout on refutations and developing claims, subclaims, and transition for unity and coherence. You will not be successful if you fail to use the resources.</p> <p>BASIC ASSIGNMENT REQUIREMENTS Please note the requirements below are basic competencies. A failure to comply with these requirements may very well result in a grade of D or lower. Review the Grade Descriptions in your syllabus.</p> <p>Above average</p>	<p>subject; thesis and topic sentences clear and engaging; support paragraphs mostly unified and coherent; a variety of strategies to support and develop ideas; clarity enhanced with keywords, key phrases, and transitional expressions.</p> <p>Good 12-10 pts.</p> <p>Introduction and conclusion somewhat predictable; thesis and topic sentences clear though somewhat mechanical; support paragraphs generally unified and coherent; attempt to use a variety of strategies to support and develop ideas; some use of keywords, key phrases, and transitional expressions.</p> <p>Fair 9-8 pts.</p> <p>Introduction and conclusion predictable and dull; thesis and topic sentences muddled; support</p>					

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		writing, at A or B levels, embodies, along with these basic competencies, a fluidity of style, diction, and figurative language in concert with exceptional insight and cogency. For more information on grading standards, please refer to your class notes and your syllabus.	paragraphs lack unity and coherence; support and development strategies minimal; structural cues—keywords, key phrases, and transitional expressions—misused or minimal.					
		WRITING REQUIREMENTS Be sure to do the following: ? Use the MLA research paper format without title page (but with a title) ? Provide explicit thesis and topic sentences ? Thesis is the last sentence in the introduction ? Use third person (no first or second person) ? No fewer than five sources. Sources must come from either the TCC database or from Perspectives. A five-point penalty for each source that does not meet this requirement will	Poor 7-5 pts. Ideas confused/rambling; no thesis/topic sentences; no unity or coherence; lack of information; no insight Very Poor 4-0 pts. Doesn't communicate; no organization; too little to evaluate Voice, Tone, Diction (0-10 pts.) Excellent 10 pts. Little to no improvement necessary Very Good 9 pts. Mostly sophisticated vocabulary; precise word choice/usage; appropriate tone; figurative language attempted; no slang, wordiness, clichés, artificial					

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		accrue. ? Include a Works Cited page ? A minimum of three full pages, one-inch margins, in 12-point Times New Roman NOTE: This does not include the Works Cited.	or sexist language Good 8-7 pts. Adequate vocabulary; some movement toward sophistication; word choice sometimes vague/unclear; tone generally appropriate; few errors in word choice/use; some slang, wordiness, clichés, artificial or sexist language. Rare, though inappropriate use of second and first person Fair 6-5 pts. Vocabulary thin, ordinary; word repetition; many mistakes in word choice; inappropriate tone in places; many instances of slang, wordiness, clichés, artificial or sexist language. Frequent inappropriate use of second and first person Poor 4-3 pts. Vocabulary immature; word repetition; numerous errors in word choice;					
		Notes on Writing Exam #3 In these assignments, you are not analyzing text. While you will be using source material (to establish ethos), the authors we have read take a back to seat to your thinking, your ideas. You are analyzing your opinion on a topic of national concern. You will need to narrow to a more manageable focus. You can use any of the sources in Perspectives. Make sure that the outside sources you use are all in the TCC database. Penalties accrue for sources that						

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
		are not from this resource. As with your textual analysis, you will have to have your claim (thesis), your subclaims, and a line of reasoning-- some justification for why you are putting the information in the order you have chosen. The line of reasoning is not merely a list of reasons for doing something. The line of reasoning thinks through what the audience needs to understand the importance and the significance of the claim. A solid line of reasoning considers the questions an audience may have and attempts to respond to those questions in an orderly manner. Below is a brief list of cautions. Pay attention to this information as you write your paper. ? Do not use first person unless you are providing a	inappropriate tone; slang, clichés, wordiness throughout the essay Very Poor 2-0 pts. Meaning confused or obscured; inappropriate use of language; proliferation of errors in voice, tone, and diction. MLA Documentation (0-10 pts.) Excellent 10 pts. No format or documentation errors in the paper or the Works Cited page. Very Good 9-8pts. Only minor punctuation mistakes in source entries on the Works Cited page; no major mistakes in documenting quotes, summaries, or paraphrases. Appropriate length and use of all direct quotations. Good 7-6 pts. Several mistakes in					

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		<p>personal anecdote, a strategy that is good in introductions or conclusions. Your personal experience in any of these subject areas is not sufficient support for a subclaim.</p> <p>? Do not use second person.</p> <p>? Do not employ the terms of textual analysis in your paper: logos, ethos, pathos. Do not make announcements about your line of reasoning or your source's line of reasoning. Writers do not make announcements about what they are doing; they either do it or they don't. Saying you will, doesn't make it so.</p> <p>? Do not use a quotation as a topic sentence.</p> <p>? Do not overuse your source. Make sure you include MLA documentation.</p> <p>? You must include a refutation. Review Robert E. Litan's essay on page 620. His</p>	<p>Works Cited format and/or source entries; a few major mistakes in documenting quotes, summaries, and paraphrases. One quotation too long, inappropriately used, or inaccurately quoted. Missing one source requirement.</p> <p>Fair 5-4 pts.</p> <p>Multiple mistakes in Works Cited format and/or source entries; many major mistakes, especially in documenting quotes, summaries, and paraphrases; possible unintended plagiarism. Two to three quotations too long, inappropriately used, or inaccurately quoted. Missing two source requirements.</p> <p>Poor 3-0pts.</p> <p>Documentation errors on the Works Cited page and in the paper indicate careless work and an egregious</p>					

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		<p>work offers a strong analysis of the opposition. ? Read all of your work aloud several times, slowly. ? Topic sentences should be developed specifically, using three or four strategies on the Writing Template. You should be able to point to examples, a strategy of contrast or consequence or analogy, among others.</p>	<p>inattention to detail. Missing three or more source requirements. Quotations too long, inappropriately used, or inaccurately quoted. MLA documentation is a core concept of composition. Therefore, instructors have the option of deducting an additional ten points if the paper is pervasively plagiarized.</p>					
			<p>Sentence Structure (0-15 pts.)</p>					
			<p>Excellent 15 pts.</p>					
			<p>Little to no improvement necessary</p>					
			<p>Very Good 14 pts. Mostly stylistically varied and sophisticated sentences; compound and complex structures; effective use of parallelism; no more than one major sentence errors.</p>					
			<p>Good 13 pts. Compound/compl</p>					

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			<p>ex structures attempted, often correctly; style generally consistent and effective; a few errors in parallelism; occasional lack or clarity; no more than two major sentence errors.</p>					
			<p>Average 12-10 pts. Inordinate number of simple sentences; sentences lack variety; clarity is uneven and often muddled; wordy, redundant structures; parallelism frequently ignored; no more than three major sentence errors.</p>					
			<p>Fair 9-7 pts. Sentences lack clarity and create confusion; structures are primarily wordy, redundant, repetitive, flat, elementary, and simple; no more than three major sentence errors.</p>					
			<p>Poor 5-6 pts. Marked lack of unity/clarity; writer failed to carefully proofread; numerous simple or garbled sentences; numerous major</p>					

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
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sentence errors.

Very Poor 0-4
pts.
Communication
seriously
impeded by lack
of unity/clarity.

Major Sentence
Errors:
Fragments,
comma splices,
fused, or run-on,
sentences.

Punctuation (0-5
pts.) One
point deduction
for each error

Usage/
Mechanics (0-10
pts.) One
point deduction
for each error

Spelling (0-5
pts.) One
point deduction
for each error

Writer's Name:

Instructions:
Below, each
category has
been given a
rating. Your
score in each
category has
been written in
the blank. To
understand how
you received the
rating for each

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
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category, see the Standards of Evaluation sheet.

Content

____ (0-30) =

pts.

Organization

____ (0-15) =

pts.

Voice, Tone,
Diction

____ (0-10) =

pts.

MLA
Documentation

____ (0-10) =

pts.

Sentence
Structure

____ (0-15) =

pts.

Punctuation

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
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 ____ (0-5) =
 ____pts.

Usage/Mechanics

 (0-10) =
 ____pts.
 Spelling/
 Readability

 _____ (0-5)
 =
 ____pts.

Total Score:

Automatic
 Penalties:
 Failure to follow
 format
 requirements
 10
 points
 These penalties
 apply to WC and
 MLA page layout.
 No Works Cited
 page
 10
 points
 Assignment short
 1-4
 points
 Assignment short
 by 1/2 page

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
			<p>5 points Assignment short by $\frac{3}{4}$ to 1 full page</p> <p>10 points Source material missing or incorrectly done</p> <p>5 points MLA errors resulting in pervasive plagiarism</p> <p>10 points</p> <p>Total Deductions: _____</p>					
English	Scholarly Research: To present appropriate evidence from primary and secondary sources.	Writing Exam #3: Taking a Stand	Students were to compose a 5 page paper using one of 4 topics which had been previously discussed in class. These papers were policy based, and the students were asked to argue a position and implement a policy. They were to research what others in the field had said before they began and use this information as support for their own argument. They were to use a minimum of three sources from their books	12	8	I would like to add more activities for using the database and determining valuable sources. I need to spend more time teaching students how to implement the sources into their own ideas.	I would like for all comp. I instructors to share ideas for teaching students how to use sources. Also, the database is a useful tool, and TCC should continue updating it.	(1.) LRC / Library Resources & Services: continue updating (2.) Media Resources: continue improvements (3.) None:

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English	Effective Writing: Use appropriate techniques to communicate ideas in a unified and coherent manner.	Writing of seven essays over period of four months	and the TCC database. Improved sentence structure and variety, organization, diction, mechanics and conventions, and overall clarity	23	20	No Change	English Language Learners who do lack the vocabulary and understanding of idioms and syntax, and students who did not come to the class with adequate skills to construct correct sentences, structure discourse beyond the sentence level, or write beyond a conversational level of language need to be 1) identified before being passed in Comp I and 2) given additional assistance before ever being allowed to enroll in Comp II, perhaps in the way of an intermediate class or other specific intervention. Comp I teachers who pass students without basic sentence writing skills should be identified and required to redress weaknesses through professional development before being	(1.) Academic Support Labs: Improved access to Writing Center and on-going communication between writing tutors and instructors; perhaps even assignment of a particular tutor to at-risk students so that progress in writing center is on-going and monitored (2.) None: (3.) None:

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English	Scholarly Research: To present appropriate evidence from primary and secondary sources.	This semester, I decided to assess the goal of scholarly research in a Freshman Comp II course. This course began with 25 students, and two withdrew before the research project was assigned, so 23 completed the project. Using a rubric to measure how successfully students incorporated borrowed material into their own essays, I made the following assignment: Write a four to six page essay analyzing one of the short stories we've analyzed this semester, using MLA formatting guidelines, and using one primary source (the short story itself) and a minimum of three secondary sources. At least one secondary source had to be a print source, and at least one had to be an Internet source. Earlier in the	The rubric consisted of the following ratings: Superior performance - 4: Student assignment exhibits: correct kind and number of parenthetical citations required; primary (and/or secondary) sources correctly punctuated and artistically inserted into sentences; artistic lead-in phrase (or phrases); use of evidence that is persuasive and relevant; inclusion of a parenthetical citation correctly formatted; use of reliable source (or sources); and an effective explication of and/or concluding remark concerning cited source materials. Acceptable performance - 3: Student assignment exhibits: mostly correct kind and number of parenthetical citations required; primary (and/or secondary)	23	20	The three students who scored a 1 on the rubric had other concerns in their research projects, as well. Six of the students scored at the superior level, 10 at the acceptable level, four at the unacceptable level (failing to meet some minimum requirements) and three scored at the fails most or all of the minimum requirements. What I plan to do in future semesters is to begin work on the research component much earlier in the semester and have students work secondary sources into their earliest essays. By the time they are ready for the final research project, they will have had more experience working with sources. I hope that, by doing so, more will score at the 3- and 4-point level.	assigned further courses. There are a sufficient number of online databases to help students do their research, but I would like to see the library stacks of printed sources be updated. While several seminal sources in literary analysis are available for students to use in the library and to check out, many other contemporary and classic sources could be provided for student use. I would also warn against going to a largely e-book-based library system. E-books serve a purpose and should be part of our library system, but using e-books forces students to look for specific information they expect to find and eliminates browsing a text and discovery of new ideas, key components to critical thinking, reading, and writing.	(1.) None: (2.) None: (3.) None:

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		semester, students practiced writing summaries and paraphrases of critical articles, and they were told in the research project to expect to use a number of direct and indirect quotations from all of their sources as they built an argument for literary analysis.	sources correctly punctuated in sentences; an attempt at a lead-in phrase (or phrases); inclusion of a parenthetical citation containing minor problems with formatting; use of evidence that is relevant but simplistic; use of reliable source (or sources); a simplistic explication of and/or attempt at concluding remarks concerning cited source materials. Unacceptable performance - 2: Student assignment exhibits: incorrect kind and/or number of parenthetical citations required; primary (and/or secondary) sources incorrectly punctuated; use of evidence that is irrelevant and/or simplistic; use of a questionable source (or sources); an explication of and/or concluding remark concerning cited source materials that is (are)					

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English	Scholarly Research: To present appropriate evidence from primary and secondary sources.	Portfolio involving research related to a specific work of literature.	<p>confusing or inaccurate. Unacceptable performance - 1: Student assignment does not exhibit: correct kind and/or number of parenthetical citations required; primary (and/or secondary) sources correctly punctuated; a lead-in phrase (or phrases); a parenthetical citation; use of relevant sources; use of reliable sources. There is no explication of and/or concluding remarks concerning cited source material.</p> <p>The portfolio consisted of a research and analysis paper, timeline, and glossary. It had to also follow specific formatting guidelines.</p>	19	15	I will schedule more time to devote to MLA citation standards.	I think TCC provided more than adequate resources. Those students who did poorly, did so due to poor time management or lack of effort.	(1.) None: (2.) None: (3.) None:
English	Effective Writing: Use appropriate techniques to communicate ideas in a unified and coherent manner.	Group analysis essay	Analyze an advertisement as a group and write a short essay explaining who the target audience is, what method of propaganda is being used, and how effective the advertisement is	18	16	More hands on time with the groups. Make individuals responsible for specific pieces of writing.	None.	(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.	Students research and write on a controversial subject of their choice to persuade the reader of either an opinion or call to action.	Students who are successful on the research paper presented a strong thesis statement that clearly outlined the essay. They also developed concise topic sentences with smooth transitions and presented specific evidence to support their thesis and topic sentences using examples, anecdotes, statistics, etc. All of this information is arranged in a coherent and interesting manner using formal academic writing and MLA format.	19	13	Create more activities to help break down the processes of research and writing into smaller steps to increase student understanding and participation.	Computers in more classrooms and internet linked data projectors.	(1.) None: (2.) None: (3.) None:
English	Scholarly Research: To present appropriate evidence from primary and secondary sources.	Students had three week to completed an annotated bibliography.	To be successful, students had to select a research question about a controversial topic, find ten sources that would help answer the question, document the sources using MLA format, provide a brief summary of each source, explain how each source relates to the research question, and evaluate each source using the	12	7	I have given this assignment before with much better results. This time, however, several students failed to turn in the assignment on time and/or failed to locate ten sources. In the future, I will set specific milestones to help students complete the assignment successfully and on time. (E.g., "You should select a research	It would be helpful for new high school graduates to take a college orientation class. The class would teach students that expectations of college instructors are usually higher than the expectations of high school instructors. In addition, students would learn better study skills and time management	(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.	The students revised an essay they had written earlier. This was their first time to learn about revision and what it means. They wer shown how revision is re-thinking the piece, rather than merely proofreading for spelling, usage, etc.	criteria presented in the text and in class. I. Revise Overall Meaning and Structure II. Revise Paragraph Development III. Revise Sentences and Words	14	12	question by _____/ complete a working bibliography by _____, and begin evaluating your sources by _____.") No Change	skills. After giving the assignment, I had individual conferences with each student to go through their own essay and discuss revision needs. I would do this again because it was obviously helpful to students. The two who did not succeed with grades of 50% or less, did not come in for conference, and missed that opportunity for individual help.	(1.) Student Advisement / Placement: (2.) None: (3.) None:
English	Scholarly Research: To present appropriate evidence from primary and secondary sources.	In the class evaluation, I collected data using this self-reporting item: Writing scholarly research in communications classes is universally done using MLA page format and MLA source documentation style. I know much more now about how to do the following	Students will answer "True" or "False" to the item.	29	22	I plan to include more learning styles in the tutorials about MLA format and documentation, use the diagnostics and drill & practice activiites in MyCompLab, assign point values to the documentation earlier in the semester.	additional software, staff development	(1.) Professional Development - External: (2.) Academic Support Labs: (3.) Computer Technology / Software:

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		<p>than before I began this class.</p> <p>--create correct parentetical documentation of the sources I use in the text of my papers</p> <p>--understand when it is appropriate to give credit to borrowed source information I use in a paper</p> <p>--insert and punctuate with quotation marks (" ") various kinds of direct quotations I place in my papers</p> <p>--create a mostly correct Works Cited list of sources on the page after my paper ends</p>						
English	Scholarly Research: To present appropriate evidence from primary and secondary sources.	The students were required to retrieve five outside sources, both electronic and traditional to support their theme for the Research Paper. They were then required to type an abstract (a summary of the source, including the primary information being used from the source in their paper) for each of the five sources. Each of the five sources	Each abstract was worth 10 points, which made the entire assignment worth 50 points. The ten points were divided as follows: Format=2 points Credibility of Source=4 points Summary/Content=4 Points. The students were considered successful only if all ten points were achieved.	8	8	No Change	Students need to be offered seminars by either the writing center or the Learning Resource Center regarding both the various genres of sources and the means of determining if a source is credible.	(1.) Professional Development - External: Composition Instructors need to be reminded of the importance of teaching their students which sources are credible, and how to determine this information. (2.) LRC / Library Resources & Services: (3.) None:

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English	Effective Writing: Use appropriate techniques to communicate ideas in a unified and coherent manner.	<p>were to be typed in MLA format on an individual sheet with a Works Cited Page attached to the back of the assignment. The students were given several hand-outs to help with this assignment, including a list of primary and secondary sources and several hand-outs from Purdue OWL resources on the criterion of a credible source.</p> <p>The students were asked to compose an essay answering the prompt question, "What makes a successful student". The students were required to use three tenets taught via the text and lecture, as well as personal experience and knowledge gained through class discussion. The essay requirements were basic MLA format, two pages long, and required minimum citation, considering this</p>	<p>The essay counted as the students Final Exam, as it showed what the students had both retained from information presented, as well as what information they had assimilated into their idea of what makes a successful student. Therefore, the assessment criteria focused primarily on content creativity and unity, as well as adherence to assignment requirements. However, 75% of the grade was based on the content and</p>	9	9	No Change	<p>I would suggest that all instructors teaching this course require the students to compose this essay. It is strongly supported by the text. Furthermore, the creators of the course/text offer scholarships for schools, who create a strong format for these essays and enter their students in the competition.</p>	<p>(1.) None: (2.) None: (3.) None:</p>

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English	Informed Discussion: Articulate critical responses to a variety of works.	course does not require Comp I or Comp II to enroll. The students were given ten prompt questions. Each question focused on one of the reading assignments in our Composition II course. They were to answer each question with an academic paragraph, 8-10 sentences, and then as a class we discussed their answers.	whether or not it was unique, creative, and showed critical thinking skills. In order to be considered successful, the students had to make a 80% on this essay. Each prompt was worth ten points. The assessment criteria focused solely on whether or not the students actually answered the prompt question, or merely summarized the work. Thus, the grade was either a zero or a ten.	7	7	No Change	I strongly encourage all Comp II instructors to use prompt questions in their classrooms, since many of these students have not been asked to analyze literary texts. Further, by allowing them to first use individual critical thinking to answer the questions and then, secondly to share their thoughts with each other, they are being exposed to several viewpoints regarding ways to analyze and comprehend various genres of literary texts.	(1.) Professional Development - External: Encouragement of faculty to use discussion board in the traditional classroom in order to post prompt questions prior to class discussion and allow students to interact in a less restricted environment via the internet. (2.) None: (3.) None:
English	Critical Reading: Analyze and evaluate increasingly complex readings while considering community and global contexts.	Mark Twain Summary and Response: Students are to write a summary/response paper on Twain's essay,	Students will develop a well-organized, two paragraph paper. Students must demonstrate a critical evaluation	25	21	Will spend more time in the future working on in-class impromptu summaries and responses to essays beyond	I find the Blackboard discussion page helpful for initiating critical essay conversations, and can think of	(1.) Professional Development - External: More information about incorporating experiential learning into

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
		"The Damned Human Race." In the first part of the paper, the summary, students should summarize the essay by discerning the most significant points Twain makes. They should summarize his assertions objectively. They should not attempt to analyze, interpret, evaluate or inject their opinions. In other words, they are to report on his essay, using academic voice in this section of the paper. In the second section, the response, students are to comment on Twain's essay. How do students interpret it and evaluate it? Is this an effective essay? Why?	of Twain's rhetorical techniques, for example: what techniques does he use and are they effective or ineffective? For what reasons? Both sections are worth 20 points each and criterion for grading includes a rubric with various levels of comprehension and ability to meet assignment guidelines receiving various point values.			merely in-class discussion.	no institutional action required.	course (2.) None: (3.) None:
English	Scholarly Research: To present appropriate evidence from primary and secondary sources.	Students researched ways to enhance the NEC by adding recreation area, reviving the walking trail, adding an outdoor stage and classroom as well as remodeling the Shade House in	Provide documentation on the viability of the projects outlined above, include in-text citations and an annotated works cited.	17	15	I will make the assignment more specific and offer fewer options to narrow the research for the students. Then they can focus on a project in depth.	Make available professional conference opportunities and staff development that will involve "real world" research techniques. Provide additional books in the LRC on alternative	(1.) Professional Development - External: (2.) Class Size: (3.) Guest Speakers / Field Trips:

**Discipline/
Program**

**Goal/
Competency**

**Assessment
Activity**

the Horticulture
Building.

**Performance
Criteria**

**Number
Assessed**

**Number
Successful**

**Instructor
Action**

**Institutional
Action**

research projects
so that all faculty
will have access
to new ideas
about
incorporating the
research into
courses.

**Designated
Needs**

Spring 2007 Fire and Emergency Services Technology Assessment Report

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
Fire and Emergency Services Technology	Demonstrate familiarity with a wide variety of fixed fire protection systems.	Students were asked to answer the following essay question: Discuss the reasons why most jurisdictions have not mandated residential fire sprinkler systems in spite of the fact that it has been demonstrated that their use could save a substantial number of lives annually in the U.S.? Note: This question is not answered directly in the text, although it does provide some information upon which inferences can be made.	Students' answers to this question were scored to determine whether they could intelligently discuss fire sprinkler systems, their advantages, and the reasons why they are not more widely used in the U.S., especially in residential occupancies. Answering the question required critical thinking, analyzing appropriate information available in the text, making inferences from that material, conducting research into the subject, synthesizing related and fragmented material on the subject, and forming conclusions.	34	28	No Change	Continue to use appropriate, well-developed, open-ended essay questions to assess students' knowledge in important areas, as well as their ability to engage in critical thinking, analyze material, and develop logical conclusions.	(1.) None: (2.) None: (3.) None:
Fire and Emergency Services Technology	Make effective public fire safety education presentations.	Students prepare a 5 minute fire safety presentation for an assigned age	Students are assessed on 1) following instructions, 2) proper	17	17	No Change	The addition of a college membership in the National Fire Protection	(1.) LRC / Library Resources & Services: Membership in the NFPA

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
		group.	presentation for assigned age group, 3) satisfactory deliver presentation, 4) presentation delivered within time limits, 5) instructor/peer evaluation of accomplishment of items 1-4				Association (NFPA) would provide students more access to the necessary instructional documents and reports within the discipline. This has been recommended in the Budget, Strategic Plan (discipline), and to the LRC.	(2.) None: (3.) None:

Spring 2007 Geography Assessment Report

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
Geography	Students by answering well framed test questions, given as objective or essays, will manifest a clear ability to critical think.	Answering well framed test questions, both objective and essay.	Students must consider factual and cultural information learned in class and through research, and then answer test questions. Whether they make the proper connections and relationships indicate whether or not they really understand what they are writing.	23	23	No Change	None required.	(1.) None: (2.) None: (3.) None:
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.	Throughout the semester, students prepared and presented powerpoints on various countries. They were allowed to explore differing cultural aspects.	1. Incorporation of key terms from their homework into their presentations 2. Quality of the material chosen for power points	12	12	No Change	I have the materials needed and access to computers for my class in the LRC	(1.) None: (2.) None: (3.) None:

Spring 2007 Geology Assessment Report

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
Geology	The student will be able to place geologic phenomena into the chronology of Earth's geological history.	I assessed the ability of the students to place a sequence of geologic events (deposition, folding, faulting, and intrusion) into a chronological order (oldest to youngest). I used a specific ordering of geologic events exercise on an exam to assess this discipline goal.	<p>The ability of the students to place the geologic events into the correct chronological order (oldest to youngest) was assessed based on a four-point scale.</p> <p>One is the highest. In order to get a one, the student had to correctly place at least four of the five events in the correct chronological order.</p> <p>Two is the next level of performance. In order to get a two, the student had to correctly place at least two or three of the five events in the correct chronological order.</p> <p>In category three, the student had to place at least one of the five events in the correct chronological order.</p>	33	30	30 of 33 students assessed successfully achieved the discipline goal. The three students that did not achieve the goal had the geological events in reverse order. They listed the events from youngest to oldest not from oldest to youngest as I requested.	To enhance the teaching of chronology of geological events, it would be helpful if Tulsa Community College would provide funding to enable the instructor to attend a seminar such as the Geological History of the Wichita Mountains.	(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>In category four, the student was unable to place any of the geological events in the correct chronological order.</p> <p>A student had to be in category one to successfully achieve this discipline goal.</p>					

Spring 2007 History Assessment Report

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
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.	Exams covering course material and reading	score on exam	16	16	No Change	no action required	(1.) None: (2.) None: (3.) None:
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.	choose one individual in the constitutional convention and describe his contribution	what was his main contribution? how did his beliefs contribute	12	10	No Change	none	(1.) None: (2.) None: (3.) None:
History	In the discipline of history, the students will demonstrate an adequate use of historical reasoning or critical thinking skills.	Final Exam Take Home Essay--"What ways do you believe slavery could have ended--at any time in U.S. history--before the Civil War? Do not include the possibility of war or revolt, do include any other means you believe would have been viable. Consider: help	Students were judged to have fulfilled the assessment if they followed instructions and presented an idea/ideas that were judged to have been within the realm of some possibility; and, demonstrated critical thinkings skills and historical reasoning.	15	15	No Change	Continue purchasing dvds, other supplemental materials such as maps for History 1483 and History 1493.	(1.) Media Resources: more dvds for Histories 1483 and 1493 (2.) None: (3.) None:

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
		from other countries or groups within the U.S. You must acknowledge slavery as a institution initiated during colonial times. Give appropriate time frame, situations, people, locations, other matters that might have been of influence. You may use all materials from this semester. No citations necessary--your opinion is required.	Students had one week to fulfill the assignment.					
History	In the discipline of history, the students will demonstrate an adequate use of historical reasoning or critical thinking skills.	The students wrote a ten page research paper with topics ranging from "The Glass Ceiling: Fact or Myth" to "Early Childhood in the 1900." The students demonstrated the ability to evaluate and integrate information in the paper that gave validity to their thesis statements, expanded their knowledge of the topic and reinforced classroom learning.	The students were to select a topic in which they had a passion to learn more about. To develop the top, they were to use 5 research tools which included both primary and secondary sources. After selecting the rearch tools related to the topic, reading and synthesizing the materials, making inferences based on careful observations, they were to write a ten page paper.	11	10	No Change	Based on the results of my assessment, I think it would be of great help if there were professional development opportunities available over the summer for the adjunct planning to teach in the fall.	(1.) Professional Development - External: (2.) Improved Communication: (3.) None:
History	For a given	Students will	Students who are	38	32	No Change	Students should	(1.) None:

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
	period in history, the students will demonstrate an adequate knowledge of the significant events, ideas, behaviors and institutions that make up the historical process.	define key terms from United States history on their exams and explain how those concepts affected the development of the United States.	able to clearly and accurately define 14 key terms and provide a significance for each of these terms will be considered to have succeeded in fulfilling this goal. Definitions must be comprehensive and include such information as who, what, when, where, and why. 17 students were able to perform at this level by the end of the course. Students who are able to clearly and accurately define 11-14 terms and provide a significance for each of them will be considered to have made adequate progress in reaching this goal. 15 students were able to perform at this level by the end of the course. Students who are unable to define at least ten terms clearly and accurately and provide a significance for each of them will not have met this goal. 6 students				be advised to take internet courses only if they are able to discipline themselves to study the course material on their own. They should never be told that internet courses are less challenging and an easy way to save time and get a good grade without much effort.	(2.) None: (3.) None:

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
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.	For a given period in history, the student will demonstrate an adequate knowledge of the significant events, ideas, behaviors and institutions that make up the historical process. This assessment was based on student responses to one essay question in the fourth of five 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 on the fourth exam was isolated and used to measure the student's ability to meet the above stated point (listed as the first sentence in this box).	fell into this category even at the end of the course. 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 did not, however, demonstrate the complete comprehension of the material that those in category three had obtained. A student in category three or two has demonstrated an adequate level of these skills. A student in level one did not demonstrate a successful skill level in this exercise. Out of the seventeen	17	14	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
History	In the discipline of history, the students will demonstrate an adequate use of historical reasoning or critical thinking skills.	Which of these amendments is a ratified and current amendment? a) declaring it illegal to desecrate the American flag b) equality of rights regardless of gender c) restricting marriage in all States to be	students who chose to answer this essay question twelve achieved at level three, two additional students achieved at level two. Most spent about twenty-five minutes on the essay portion of the exam. The specific essay question I used as an assessment tool was: "What factors led to the postwar Red Scare? What was Senator Joseph McCarty's role in the movement? What impact did the crusade against communism have on civil liberties in the United States? Use as many examples and details as possible in your answer." This is not a question from any test. They are required to know all the amendments in various tests; and we discuss failed amendments (such as a and b) at length in Units 2 and 4. We discuss the difference	47	27	No Change	Greater co-ordination between Political Science and History? (Good luck!)	(1.) None: (2.) None: (3.) None:

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
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.	There were two essays on the final exam. One was on the 1300-1453 period and the other was on the Reformation era. Students were to tell of major events of those years.	<p>between a man and a woman d) Prohibiting the importing of liquor into States where it is illegal</p> <p>between amendments and federal bills repeatedly, and the difference between national and state law. We discuss Prohibition and its repeal in two different units. The phrasing of the correct answer depends on the student's being able to reason that if Amendment 21 returned Prohibition to state control, d must be the correct answer, thereby demonstrating historical reasoning.</p> <p>Ideally, a good first essay would have included coverage of the plague, the peasant revolts, the Avignon papacy and the Turkish entry into Europe. A good second essay would have included the initial Reformation issue of indulgences, the other beliefs that followed and the Henry VIII divorce issue that separated England from Rome. Minimally, out of</p>	20	10	No Change	No change is planned yet. This class had a mix of very successful students along with others with great challenges.	(1.) None: (2.) None: (3.) None:

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
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.	An essential building block of US history is to know who our presidents were and in what order. To measure that, I included several things on the final, which covers the time from 1945 to the present.	those eight broad areas, a student should include five, while avoiding major errors in those and any other writings. Students were given three questions in this area and a successful student would have correct information on all three. (1) A list of the eight presidents to serve between F D Roosevelt and George H W Bush, in order. (2) The winner of the 1960 election. (3) The winner of the 1968 election.	19	10	No Change	This result was actually not bad, if viewed in the context of a class that included many students who were struggling academically in recent years.	(1.) None: (2.) None: (3.) None:
History	In the discipline of history, the students will demonstrate an adequate use of effective communication skills.	Each student was required to write a two page paper (average six paragraphs) identifying an event in US History beginning with Reconstruction and explaining its importance to US History; the topic was to be of the student's own choice and was not limited to any particular post-Civil War period.	To successfully complete the activity the student needed to: 1) clearly identify the topic of the paper; 2) have a thesis statement explaining why the event was important in US History; 3) have at least three topic sentences supporting the thesis statement; 4) have at least three sources (one primary and two secondary); and 5) the	15	15	No Change	It might be helpful for the institution to adopt a uniform citation policy and distribute that to all students and appropriate instructors.	(1.) None: (2.) None: (3.) None:

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 historical reasoning or critical thinking skills.	<p>Propaganda Paper. Students were required to watch an old World War II Era training/propaganda film on reserve in the West campus LRC. Students then wrote individual papers answering the following:</p> <ul style="list-style-type: none"> • Who made it? (Produced/directed, agency?) Give information about them. • When was it made and released? • Give a short synopsis of the film. • Put it into proper historical perspective. What was going on at the time it was made/released? • Why was it made? Was it addressing something that occurred in the two decades or so prior to its release? • What impact did it have at the time 	<p>sources properly identified using acceptable formats.</p> <p>Papers were graded using a rubric based on the following:</p> <ul style="list-style-type: none"> • Citing Sources in body of paper/grammar = 10 • Introduction = 5 • Who made it = 5 • When made & released = 5 • Short Synopsis = 15 • Historical context = 25 • Why made? = 5 • Impact at time = 10 • Intended Audience = 5 • Relationship to today/Conclusion = 10 • Works Cited page = 5 	9	6	No Change	Students need to utilize the campus writing/tutoring services that are provided. I will continue to encourage them to do so.	<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
		it came out? • Intended Audience • How does it relate to current times?						
History	In the discipline of history, the students will demonstrate an adequate use of historical reasoning or critical thinking skills.	Read Plato's "Death of Socrates"; Participate in class debate on whether Socrates was correct to die, or whether he should escape, as his friends advised.	1. Each student must present at least one argument and reasons behind it by either Socrates or friend. (Class is divided into pro and con sections. 2. Each must respond at least once to opposing arguments.	13	12	No Change	Student study guides for this class would be needed, which includes above selection. As it is, instructor has to xerox any needed questions or primary sources.	(1.) None: (2.) None: (3.) None:
History	In the discipline of history, the students will demonstrate an adequate use of historical reasoning or critical thinking skills.	Write a paper as if they are the person they are studying and how they would react to a given situation.	Paper must be done in certain time period	30	30	Lead by example and show them how to do project	Have a competition based on this assignment	(1.) None: (2.) None: (3.) None:

Spring 2007 Humanities Assessment Report

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	Students were to write a paper on the following: "Write a one page outline of a story. You may emphasize the characters, thoughts of the characters, the mood of the characters, describe the setting that would be considered for making a film noir."	Explained in the above directions, if the student would cover all points or just concentrate and give one topic in detail the essay would meet the requirements of the assignment.	13	11	No Change	none required, there seems to be a shortage of rooms for students to do word processing on the assignment, however, this varies from semester-to-semester depending on faculty demand.	(1.) None: (2.) None: (3.) None:
Humanities	Articulate the relevance to their lives of concepts and/or values found in the Humanities.	An essay that reacts to a cultural activity--this semester students had a classroom lecture about the history of Ballet and Swan Lake, a visit to the Tulsa Ballet headquarters and then they went to the PAC to watch the ballet	For the written essay, which was worth 50 points, students had to score 60% or more.	6	6	No Change	In order for these students to do well on essays, they must have strong English writing skills. Teachers in the Communications department need to be more consistent in their grading. I have had students who were B students in Composition II and their writing was deficient.	(1.) None: (2.) None: (3.) None:
Humanities	Articulate the relevance to their lives of concepts and/or values found in the Humanities.	After studying slavery in the U.S., watching the film "Amazing Grace" about the fight to end slavery in England, and	The papers were extraordinarily honest. I expected the students to hide behind ideology, but they actually reflected	10	10	No Change	This is the first time I have done this assignment. I will continue to use it. However, there may be problems with the students	(1.) None: (2.) None: (3.) None:

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
		studying some ways in which artforms are used to sway people's hearts and minds, the students wrote personal reflection papers on how they enslave others and are enslaved themselves.	seriously about their lives and the effects of their lives on others.				getting hold of the film, "Amazing Grace." I believe this inspirational film had a lot to do with the success of this exercise. Perhaps they can rent it in the future. I don't have time to show the whole thing in class, but I was really happy with the way the students responded to the issue of oppression this semester.	
Humanities	Demonstrate relationships among the arts, society and its cultural context.	I gave my students an assignment to complete which asked them to evaluate the relationship between art, culture, as well as society.	They were asked to choose a specific historical period that we studied or use the entire span of the class which covered the prehistoric era to the Renaissance	11	7	No Change	No action needed	(1.) None: (2.) None: (3.) None:
Humanities	Analyze a specific creative form of expression	Write an analytical film review describing and interpreting both form and content.	Analyze at least three specific scenes, applying critical analysis of three different filmic techniques	15	15	No Change	Continue to expand DVD collection adding both classic films and newer releases.	(1.) None: (2.) None: (3.) None:
Humanities	Demonstrate relationships among the arts, society and its cultural context.	Develop a PowerPoint presentation that will reflect experiences a Medieval era pilgrim. Music is an important part of establishing the mood of the journey. You want to recreate some of the	The presentation should include: sounds, food, clothing, transportation, people, cities, shrines, literature, music, theater, and art Show various objects purchased which reflect the	6	4	I will add more information to my sample presentation.	TCC needs to provide help in the "computer pit" for students with specific questions about the scanner, and how to embed sound in a presentation.	(1.) Professional Development - External: keep participating in 8th Floor (2.) Prerequisites / Curriculum: Humanities should have a prerequisite of writing (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.	journey so that your fellow classmates will understand the "total package." To write a paper displaying the shift moral priorities which occurred over the course of the classical age, as they were manifested in a series of literary works: The Iliad, The Orestia, and the Aeneid.	culture you are traveling within. Music should match the culture. How well did you assemble the presentation? The students were expected to show an ability to analyze the works in question, to understand certain ancient moral concepts(Kleos, time, pietas, furore, and xenia), to pick out representations of these traits, and to judge the significance of how they were manifested, as well as to express their findings in a paper.	14	9	No Change	I would suggest a greater stress on teaching writing skills. Some of these kids don't have a clue how to express themselves.	(1.) None: (2.) None: (3.) None:
Humanities	Demonstrate relationships among the arts, society and its cultural context.	Final test was used to demonstrate the relationship among arts, society and the cultural context. Also, because of the way the class was designed, assessment goal #3 was demonstrated simultaneously.	To answer the following questions and then evaluate the quality of the answer in relation to the lectures, media and discussions from class - cumulative in thought and analysis, but isolated to the 20th-21st centuries. 1. Explain how the first 50 years of the 20th century was really a series of	75	65	I am constantly "re-working" the course to reflect the classroom personality and most especially current events as they relate to the past. This was the best testing instrument used thus far in a Hum2223 setting, with incredibly thoughtful answers given. Students overwhelmingly demonstrated comprehension	Having someone available to transfer old-fashioned slides into power point demo's. I would like that service available - my strength is in the classroom, explaining the material and making it come to life for the students. My strength is NOT tedious activities that could so easily be done with guidance from 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
			<p>crises. List each crisis. Then, explain how European artistic, literary and musical responses differed from U.S. art, literary and musical creations. Give specific examples and use as much information as possible for a complete answer. 40 points</p> <p>3. If Martin Luther King, Jr. were to write his "Letter from Birmingham Jail" today, what might the responses be? Respond as if you were a presidential hopeful being asked your position on just what Dr. King's message was/is. 25 points</p> <p>5. What will you remember the most from Humanities 2? Why? 10 points</p>			<p>of the course and its objectives. The best part about it from the standpoint of using a testing instrument to assess understanding - was the fact that I had the majority of the students for both Hum 2113 and Hum 2223 and they really understood the grand picture of the course objectives which I set for them, and the above 3 discipline objectives. If they didn't succeed, it was because they WERE NOT IN CLASS.</p>	<p>professor. I would want the pictures/power points developed in chronological order and organized according to genre.</p>	
Humanities	Articulate the relevance to their lives of concepts and/or values found in the Humanities.	After viewing a video that stated that it was impossible to truly enter into the spirit of any culture other than one's own, students were	Can the student find reasons for the relevance of the ideas and values of the Humanities in their own lives? If so, what and how many? If a	23	21	No Change	A continuation of the requirement for all students to include Humanities courses in their curriculum.	(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	asked to decide why colleges and universities required courses in the Humanities for all students. This was a written assignment. At the beginning of the semester I introduce five formal elements of painting: composition, texture, color, shape, line. During the semester, we apply these standards in classroom discussions of paintings either within specific styles or across styles (e.g. Expulsion images, mother and child images, or portraiture) or both. The final exam asks students to identify these five elements and then to apply them in an essay question vis-a vis the statement: "Art doesn't get better. It just gets different." Students may agree, disagree, or defend a middle position.	student could identify three or more I considered it excellent, two acceptable and less than two or negative not acceptable. (1) Classroom participation in discussions; (2) ability to identify criteria by rote; (3) ability to apply criteria analytically	16	15	Continued development of ARTstor folders for individual or group study purposes; continued use of ARTstor database in lecture/discussion; continued use of film clips (e.g. _Mona Lisa Smile_, _Smoke_, _Pollock_) that introduce or reinforce ideas related to this skill.	Continue subscription to ARTstor; continue per campus LRC acquisitions that support this activity and also give students the opportunity to review classroom materials in the LRC.	(1.) LRC / Library Resources & Services: per campus acquisitions; duplicates facilitate student use as well as classroom use (2.) None: (3.) None:
Humanities	Articulate the relevance to their lives of concepts and/or values	Write on a piece of notebook paper or type double-spaced, if	Opinion paper.	15	7	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
	found in the Humanities.	<p>you wish, a short 250-word essay answering the following question:</p> <p>What is the one thing you will carry away from Humanities II that you feel will have a positive impact on your life?</p> <p>This assignment is worth 15 points and is part of TCC's ongoing institutional assessment. Results will be communicated to the Institutional Assessment office.</p>						
Humanities	Analyze a specific creative form of expression	After presenting slides of Greek sculpture for several days, I gave them an exam using the slides and asking them to describe everything they saw in the works.	<p>I wanted them to be able to identify which artistic period each sculpture came from and give me AT LEAST four criteria to support that identification. I was looking for genuine analysis and insightful comments as well as the basic information required.</p> <p>I was THRILLED with the responses I got back.</p>	70	57	No Change	<p>There is no need for change...except perhaps to get better slides or to get them in a computer presentation format. Currently, I must use very OLD slides and arrange them in a carousel once for the presentation phase and again later for the slide quiz.</p>	<p>(1.) Computer Technology / Software: The ability to copy my slides onto a CD format to use with a computer instead of a slide projector. (2.) None: (3.) None:</p>

Spring 2007 International Languages Assessment Report

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
International Languages	Have a measurable proficiency in reading and writing skills in the target language.	Writing a text using the grammar of the chapter on a given subject.	Grammatical accuracy Use of extensive vocabulary	8	8	No Change	None	(1.) Media Resources: (2.) None: (3.) None:
International Languages	Have a measurable proficiency in reading and writing skills in the target language.	Students have to write a short composition with at least 30 words. The students have to use the vocabulary and grammatical structures studied in the chapter. In this particular composition they had to write about their health : are you often sick? do you often go to the Doctor's office? what do you do to stay in shape?	The assignment is worth 15 points: 5 points for grammatical structures, 5 points for the use of the vocabulary, and 5 points for creativity and style.	7	7	No Change	The language Lab needs to acquire more software than emphasize writing in a foreign language. The instructor needs to attend at least one national language conference to exchange ideas with other professionals on how to make writing in a foreign language more effective.	(1.) Professional Development - External: The instructor needs to attend at least one national language conference to exchange ideas with other professionals on how to make writing in a foreign language more effective (2.) Media Resources: purchase more CR-Roms that emphasize writing (3.) None:
International Languages	Have a measurable understanding of the culture(s) associated with the target language.	Students in Honors Italian 1213 were given four separate lectures in Italian on four totally diverse regions of Italy. From the lectures about and locations of the four regions, students learned about the	The cultural questions were specific for each region and had to be answered without ambiguity. The four regions included in the assessment were Campania, Emilia-Romagna, Basilicata e Calabria, and	10	10	I would like to be able to obtain even more accurate footage on DVD showing some the more less known regions and get recordings of their regional dialects showing vast cultural differences even on the Italian	Continue to provide the support and financial resources to enable the instructor to purchase or travel to AFCTL to buy these visual and audio aids to strengthen the impact of	(1.) Professional Development - External: ACTFL/ TESOL (2.) Media Resources: Regional Italian Publications (3.) Computer Technology / Software: Rosetta Stone

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
		cultural differences of each. Five questions were given about each regions which totalled twenty total questions. There were was also a discussion after the questions were completed about each region.	Veneto. Students were aware of the major cultural differences even among bordering regions. Campania is home to Mr. Vesuvius and volcanic air is perfect for pasta production. Emilia-Romagna is the heart of Communism and the Europe's oldest university. Veneto boasts white polenta and Carnival, while most Italian immigrants came to the East Coast from Calabria due to natural disasters.			Penisola.	differences within the target language of the target country.	
International Languages	Write the target language (French, German, Italian, Japanese, Russian, or Spanish) so as to communicate with a native speaker on a social or professional level.	Students have to write a short composition with at least 30 words or 6 sentences. The students have to use the vocabulary and grammatical structures studied in the chapter. In this particular composition they had to write about the place where they live during the semester and tell what they do there at different times of the day.	The activity is worth 15 points: 5 points for grammatical structures, 5 points for the use of the vocabulary, and 5 points for style and creativity.	7	7	No Change	It would be a good idea to include a small book that contains sample compositions related to the chapters in order to give students something to aim for.	(1.) Professional Development - External: Try to make writing in a foreign language more effective, by adding composition sample book to the text books required for the course. (2.) None: (3.) None:

Spring 2007 Interpreter Education Assessment Report

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
Interpreter Education	Demonstrate the ability to use and read American Sign Language including grammar, syntax, idioms, and colloquialisms.	Students will rehearse an American Sign Language story for video tape	ASL Grading Criteria: Rehearsed Story _____ _____ _____ Teacher Name: Sharon Limas Student Name:	12	12	No Change	<p>The institution will continue to upgrade web cam capability in the MCLC Star Lab so that the student can record his/her work and send it electronically to the instructor's office. The instructor can grade the work and send it back to the student electronically.</p> <p>The institution will continue support faculty attendance at the following conferences; Conference of Interpreter Trainers, American Sign Language Teachers Association, and local, state, and national Registry of Interpreters for the Deaf conventions. At these meetings is where faculty learns the current trends in interpreter and sign language education, the use of technology in delivery and</p>	<p>(1.) Professional Development - External: (2.) Computer Technology / Software: Upgrade the equipment in the Star Lab so that students can send their video work electronically to the instructor (3.) None:</p>

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs	
			<hr/> <hr/> <hr/> <p>CATEGORY Excellent (5-4.5) Good (4.4-3.9) Satisfactory (3.8-3.3) Needs Improvement 3.2</p> <p>Sign Production</p> <p>Use of Space</p> <p>Eye Gaze</p> <p>Brow/Eye Movement</p> <p>Mouth Movements</p> <p>Sign Production:</p> <hr/> <p>Use of Space:</p> <hr/> <p>Eye Gaze:</p> <hr/> <p>Brow/Eye Movements</p> <hr/> <p>Mouth Movements</p> <hr/> <p>Total</p> <hr/> <p>x 4</p> <hr/>					an interpreting career, and current research in the field.	
Interpreter Education	Understand and respect the culture of persons who are	Students had to do a powerpoint presentation choosing a	Students were graded on the quality of the powerpresentatio	10	10	No Change	The instructor will continue the same format having students	(1.) None: (2.) None: (3.) None:	

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
	deaf.	specific area of Deaf Culture such as language, family, educational or social aspects of the culture.	n and how well they covered the topic.				do the research and then present it to the class in a powerpoint presentation.	

Spring 2007 Journalism and Mass Communications Assessment Report

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
Journalism and Mass Communications	Demonstrated an understanding of basic theory, research and process of journalism and mass communication.	Assessment was conducted through four exams and through class participation exercises.	The tests consisted of true-false and multiple choice questions. Students completed the exercises which dealt with the various topics during class time.	20	20	No Change	No change.	(1.) None: (2.) None: (3.) None:

Spring 2007 Marketing / E-business Assessment Report

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
Marketing / E-business	Demonstrate the ability to create a business related website designed to reach a selected target audience.	Create an informational Web site consisting of at least 8 pages. Upload this Web site to our student Web server at the Southeast campus.	<p>Guidelines for Finished Site Assignment #10 (30 points): You should read through all of the following before beginning the completion of your Web site.</p> <p>Finish your small Web site with a minimum of 8 Web pages. This site should be informational in nature and not necessitate server-side programming or the storing of data in a database. However, you MAY include a form even though it will not be fully functional, or you may plan to add PayPal or some other e-commerce service at a later date.</p> <p>You will have two weeks to complete your site. This project is an opportunity for you to prove your understanding of</p>	8	7	The current version of our textbook is not as good as it was in the past on explaining how to work with tables used for page layout. Other books are not significantly better. I will prepare some basic templates with XHTML tables so that students new to Web design can more easily work with their Web page layout.	We are currently using a server at SEC for the students to upload and view their Web pages. There is a possibility that this will no longer be provided to the students, and so there may be a need for students to purchase hosting services. This could be cost prohibitive. It would be beneficial if we could continue using the server.	<p>(1.) Professional Development - External: Professional development seminars in Dreamweaver and Marketing would enhance classroom instruction.</p> <p>(2.) Instructional Equipment: Continued use of a student Web server significantly enhances the student learning in this course.</p> <p>(3.) Computer Technology / Software: We use Macromedia Dreamweaver and a new version is now available.</p>

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
			<p>Dreamweaver's features as well as your knowledge of the marketing concepts covered this semester. The required and optional elements and the corresponding point values for the elements are listed below.</p> <p>1. All your pages should be created from a Dreamweaver template that you have created. For directions, see chapter 16 in your Dreamweaver book. Do not use the built-in templates available in Dreamweaver.</p> <p>2. Underlining and consistent link colors used for visited and non-visited links, OR all links are obviously links because of placement or button image. (Hint: Visited and non-visited link colors are easy to set in the page properties dialog box and then export to a linked CSS file. An example is in your book. You should do this</p>					

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
			<p>before you create the template.)</p> <p>3. Your CSS file should be linked to each page. (Hint: If you had a CSS file linked to your index.htm file and then created a Dreamweaver template from your index.htm file, ALL your pages based off that template will have a linked CSS file. The work is already done for you!!! If you chose not to create a template, you will have to link your CSS file to each page.)</p> <p>4. Your user does not need to scroll horizontally if viewing at 800x600.</p> <p>5. The alt attribute used on all graphics.</p> <p>6. Your site is complete with at least 8 pages. Those who are creating very large sites must complete at least 8 of their pages.</p> <p>7. Graphics, bars, buttons, HRs, all enhance message of page.</p> <p>8. Pages are free from constantly running</p>					

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs	
			<p>animations or sound unless it contributes to the message of the page.</p> <p>9. Colors are pleasing and text is easy to read at commonly used resolutions.</p> <p>10. Text is 'scannable' because of appropriate use of headings, numbered lists, bulleted lists, and use of bold for key words or phrases.</p> <p>11. Your pages load in under 10-12 seconds at dial up speed Pages may take longer to load IF your research indicated that nearly everyone in your target market has high speed internet connections. Please remind me of this finding in your research or I will assume that this was not the case. (I need reminders at my age!)</p> <p>12. Your pages are not too long. The maximum length of a page should be 3-4 screen heights unless it is a FAQs page.</p> <p>13. Include appropriate page</p>						

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
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titles on each page. These should change page by page and not simply be the same one used for your index.htm page.
 14. You should follow accessibility guidelines. List one page that will fully validate using WAVE found at www.wave.webaim.org/index.jsp. List the name of the page you want me to check:

15. Your Web site is sent by FTP (using Dreamweaver) to your folder on sclab.tulsacc.edu. All pages correctly link to each other and all graphics display.

 EC - 3 points - You used ems for font sizes in your CSS file
 EC - 3 points - Metatags (description and keywords) are changed for each page and are appropriate to each of the pages.
 EC - 3 points -

**Discipline/
Program**

**Goal/
Competency**

**Assessment
Activity**

**Performance
Criteria**

**Number
Assessed**

**Number
Successful**

**Instructor
Action**

**Institutional
Action**

**Designated
Needs**

You have placed most of your styles in your CSS file by writing CSS rules rather than using the properties inspector as your formatting tool.

Spring 2007 Mathematics Assessment Report

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
Mathematics	Goals 1,2 & 3: (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.	To assess the discipline goal, students were given data pertaining to the relationship of the concentration of air pollution and its corresponding years. Students then used the data to accurately predict the concentration of air pollution in the years 2036, 2038, and 2040. Students used their graphing calculator to enter the data and to help analyze the data using linear, quadratic, cubic and quartic functions to see which function best fits the data using the correlation of determination. Then the students chose the function that fits best to make the predictions by graphing the data on their calculator.	To determine if students met the goal, I checked the number of the correlation of determination for all four functions. The students used those numbers to decide which function best fits the data and then used that information to make the predictions with their calculator. I checked the predictions. The students successfully achieved the goal if they used their calculator to enter the data, graph the data, calculate the correlation of determination for the linear, quadratic, cubic, and quartic functions and correctly calculate at least one function, then graph the chosen function to arrive at the correct predictions.	36	33	No Change	None	(1.) None: (2.) None: (3.) None:
Mathematics	Goals 1,2 & 3:	A homework	Each student was	8	4	I will spend more	None	(1.) Professional

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
	(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.	problem was assigned to each student which related to goal # 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).	to analyze, sketch a graph of a particular function and present his graph to the class. Points from 1-5 were given based on the characteristics and properties (x-intercept, y-intercept, vertical and horizontal asymptotes, points of inflection, domain, range, critical poiints, inflection points, etc.) the student was able to describe about his function. A student was successful if he earned 4-5 points.			time reviewing the characteristics and properties of the basic graphs that are presented in College Algebra.		Development - External: (2.) Instructional Equipment: Computer Set-up for Power Point (3.) Other: Tables & Chairs in classrooms
Mathematics	Goals 1,2 & 3: (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	Open ended	See rubric	20	7	No Change	No plan	(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>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.</p> <p>Goals 1,2 & 3: (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</p>	Open-ended	Open-ended	42	14	I will try to stress the importance of the assessment to my students.	We should be sure that we are using the best possible assessment tool.	(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	and properties of different types of functions and systems studied in College Algebra. Goals 1,2 & 3: (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.	Be able to interpret and analyze data from an exponential function graph and solve for the variable in an exponential equation.	Give a graph and a corresponding function, estimate the value of the function for a given independent variable value. Given a function value, solve the exponential equation for the independent variable value that makes it true.	56	20	No Change	Use this same instrument again next spring. It was an excellent question.	(1.) None: (2.) None: (3.) None:
Mathematics	Goals 1,2 & 3: (1) Demonstrate knowledge of the interrelationship between college algebra mathematics and other subject	Open-ended	Open-ended	49	28	No Change	no changes are necessary	(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>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.</p> <p>Goals 1,2 & 3: (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</p>	Open-ended	Open-ended	15	3	No Change	We must have a clear list of what is considered core curriculum at the developmental course level so that students are prepared to actually be in college algebra. My difficulties are always trying to deal with students who have passed intermediate algebra but do not have the skills to be in college algebra.	(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>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.</p> <p>Goals 1,2 & 3: (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.</p>	free response	free response	13	9	No Change	Assessment should be reevaluated and loop closed.	(1.) Professional Development - External: (2.) Improved Communication: (3.) Changes in Procedures:

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
Mathematics	Goals 1,2 & 3: (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.	I required my students to create an algebraic expression with polynomials that simplified to a given answer.	By observing my students work, I was able to determine how successful my students were at factoring trinomials or binomials.	12	8	No Change	None.	(1.) None: (2.) None: (3.) None:
Mathematics	Goals 1,2 & 3: (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	"Free response"	"Free response"	8	2	No Change	It would be extremely helpful if instructors were given the assessment information earlier in the semester so we could include it in our schedule without having to just squeeze it in at the last moment. When we do not	(1.) Improved Communication: See "institutional action" on previous page (2.) None: (3.) None:

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
	<p>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.</p>						<p>receive the information until the last 2 weeks of the semester, it is hard to find time for it.</p>	
Mathematics	<p>Goals 1,2 & 3: (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</p>	<p>Graph lines using a table from which the dependent variable was chosen for the students and the independent variable had to be solved for. Students then took the same equation and graphed the lines using the slope-intercept method.</p>	<p>Students were given homework problems and then tested over the same material.</p>	12	11	No Change	<p>Professional development-External</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
Mathematics	<p>characteristics and properties of different types of functions and systems studied in College Algebra.</p> <p>Goals 1,2 & 3: (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.</p>	Open-ended	Open-ended	111	71	No Change	<p>Utilize My Math Lab more effectively in the course methodology.</p> <p>These results were compiled from most of the full-time faculty teaching this course at the Southeast Campus.</p>	<p>(1.) None: (2.) None: (3.) None:</p>
Mathematics	<p>Goals 1,2 & 3: (1) Demonstrate knowledge of the interrelationship between college algebra mathematics and</p>	Open-ended	Open-ended	117	87	No Change	<p>Utilize My Math Lab more effectively in the course methodology.</p> <p>These results</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
	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.						were compiled from the adjunct instructors at Southeast Campus.	
Mathematics	Goals 1,2 & 3: (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	1. Define how mathematics affects daily life. 2. Define how this course will affect the student's vocation and interaction with other people, especially peers. 3. Periodic evaluation of some math criteria beyond current course.	Written survey and review of student answers. In class discussion and evaluation of specific math principles to develop a better understanding of math, and lessen anxiety on the part of the student regarding mathematics.	13	13	More specific in-class problem illustration and student discussion. Involve the student in actual in-class problem solving.	There is a CD with the textbook used, and access to the Math Lab. I don't know of anything else the school can provide.	(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	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. Goals 1,2 & 3: (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.	Homework exercises completed on-line using graphs, interval notation, application of formulas, set notation, and number lines.	Successful completion of 70% of problems assigned	14	11	No Change	Have mymathlab programs installed on all campus computers, and increase accessibility.	(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	Goals 1,2 & 3: (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.	Metro Campus combined total results	open-ended	124	50	No Change	This particular problem emphasizes application over theory. Is this truly the goal of a College Algebra class? This is really the split within the mathematics community. Do we teach applications at the College Algebra level or do we teach the theory and allow the applications to be taught as needed in other classes?	(1.) None: (2.) None: (3.) None:

Spring 2007 Music Assessment Report

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
Music	Participate in appropriate music ensembles.	Students performed in 2 recitals - one at TCC PACE Stage with the Concert Band and one at Barnes and Noble.	Students performed music including a variety of difficulty levels and musical genres. The students were divided into four parts, which had to be performed correctly, and in harmony in order to have a good performance.	9	9	No Change	Continue to do the same types of performances.	(1.) None: (2.) None: (3.) None:
Music	Interpret and analyze the music student performs or hears, theoretically and historically.	Analyze final jury piece for harmonic progressions, historic style and form, then perform the piece for the final jury I with the appropriate style, including notes, rhythm, ornaments, dynamic variation, phrasing, pedalling by memory.	Performance of the complete piece in the final jury by memory with the appropriate style, notes, rhythm, harmony, dynamic variation, phrasing and pedalling with no halts or stops.	2	2	No Change	Provide at least 4 recital times during the semester for performance to allow for more ease in the final jury.	(1.) Computer Technology / Software: Every music teaching room and studio needs a computer. (2.) None: (3.) None:
Music	Progress at the appropriate level in the applied music lessons	Student will perform in Student Recital at TCC.	Student will learn a selection of music and memorize it for performance.	3	3	No Change	Recital dates and times where established and provided so that students could complete the objective.	(1.) None: (2.) None: (3.) None:

Spring 2007 Nursing Assessment Report

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
Nursing	Level II: Implement nursing skills/competenci es in accordance with established principles.	Communicate using therapeutic communication skills.	The student completes one process recording, demonstating therapeutic communication during the clinical practicum following the established guidelines.	51	51	No Change	The process recording demonstrates successful completion of this objective.	(1.) None: (2.) None: (3.) None:
Nursing	Level I: Demonstrate knowledge and performance of designated nursing skills/competenci es according to accepted standards of practice.	Dosage competency exam	dosage calculation problems	75	74	No Change	Student coming into the nursing program with better basic math skills.	(1.) None: (2.) None: (3.) None:

Spring 2007 Occupational Therapy Assistant Assessment Report

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
Occupational Therapy Assistant	Maintain accurate written records and reports, and appropriately distinguish between subjective and objective data.	Students will complete a case study in a proctored environment on the Functional Independence Measurements	70% of the 36 questions answered correctly	14	14	No Change	Update the materials through Uniform Data Systems as needed	(1.) None: (2.) None: (3.) None:

Spring 2007 Physical Education Assessment Report

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
Physical Education	Motor Skills Development: Demonstrate proper technique and training within a discipline	Proper taping technique of various body parts. This is for prevention or minimize current injuries.	The student would evaluate the body part injured. Upon completion of this determine the taping of the body part. The instructor would watch the taping to evaluate "completeness" of the wrap. After finishing the taping, I would unwind the taping and give immediate feedback on how to improve the taping. The student would then attempt the body evaluation again.	10	10	No Change	Continue to supply the equipment for the training.	(1.) Professional Development - External: (2.) None: (3.) None:

Spring 2007 Physics / Physical Science Assessment Report

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
Physics / Physical Science	Communicate physics/physical science concepts effectively.	I assessed the discipline goal with the following research report project. Each student selects a topic of interest on which to report. The student must explain the connection between the physical science concepts learned in the classroom and their topic of interest.	2 points – Written Format: • The Research Report Template must be completely filled out. 2 points – Website: • The web address must be valid. 4 points – Topic Connection: • The student must explain the connection of the real-world application topic to the topics being studied. • The science topic must come from the current chapter of study. • Science topic and real-world application should not be the same. 17 points – Knowledge of Topic: • The student should have a good understanding of the topic presented.	26	22	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
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. A lab that required the use of computer interfaced equipment to gather the data then the use of a graphing program to analyze the data was selected.The procedural part of every laboratory requires students to use measuring tools in a laboratory environment. A lab that required the use of computer interfaced equipment to gather the data then the use of a graphing program to analyze the data was selected as	<ul style="list-style-type: none"> • The report must be in your own words. • The report must be at least 2 paragraphs in length. <p>The lab reports of all students were examined. In this particular experiment the graph should show a linear relation with a correlation coefficient of greater than .9 the student correctly used the interfaced equipment and analyzed the data.</p>	18	18	No Change	In order to maintain satisfactory results it will be necessary to replace and update some laboratory equipment and computer software. In addition some instructors will request additional training at regional and national professional conferences.	(1.) Professional Development - External: (2.) Instructional Equipment: (3.) Computer Technology / Software:

**Discipline/
Program**

**Goal/
Competency**

**Assessment
Activity**

the assessment
tool.

**Performance
Criteria**

**Number
Assessed**

**Number
Successful**

**Instructor
Action**

**Institutional
Action**

**Designated
Needs**

Spring 2007 Political Science Assessment Report

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
Political Science	The students will demonstrate the ability to make inference based on observation	public opinion poll analysis	select opinion poll with regard to political issue	20	18	No Change	no action	(1.) None: (2.) None: (3.) None:
Political Science	The students will explain definitions of civic responsibility in a democratic republic.	Three tests and announced and unannounced quizzes covering the chapters assigned to the students in the classroom.	To be able to demonstrate their knowledge of the United States of America Federal Government's Constitution, individual rights, liberties, equality, and core principles of American Government.	35	35	No Change	To further utilize all media activities available, e.g. videos, cds, movies, internet, and guest speakers. Thus reinforcing what the student learns in the classroom and tying that knowledge to the real world of political culture and political power.	(1.) None: (2.) None: (3.) None:
Political Science	The students will explain definitions of civic responsibility in a democratic republic.	Three tests and announced and unannounced quizzes covering the textbook chapters assigned to the students .	To be able to demonstrate their knowledge of the United States Of America Federal Government's Constitution, individual rights, liberties, and core principles of the American Government.	23	23	No Change	To further utilize the learning resource center, videos, cds, public educational television, the internet, and guest speakers . Thus reinforcing the students knowledge and combining that acquired knowledge to the present world of political culture and political power.	(1.) None: (2.) None: (3.) None:

Spring 2007 Psychology Assessment Report

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.	Students will be asked to match and identify the four stages of Piaget's theory of cognitive development. Defining terms such as object permanence, assimilation, egocentric, mental representation, and conservation.	Test will include matching questions that will include the four stages of Piagets theory and vocabulary. Need to complete 70% of question.	16	14	No Change	Students need to have reading skills, and basic understanding of the concepts.	(1.) None: (2.) None: (3.) None:
Psychology	Students will develop an understanding of the relationship between psychological studies and how research findings can be applied to human concerns.	After reading textbook material and discussing different theories of cognitive development, students were to answer a multiple choice question regarding their understanding of Vygotsky's theory. The examples provided in the question related to everyday activities that teachers and parents perform with children. Students should be able to see how they can promote cognitive development in	Students were presented with four different scenarios and were asked to correctly identify which example was specifically related to an aspect of Vygotsky's theory.	29	25	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
Psychology	Students will develop an understanding of the relationship between psychological studies and how research findings can be applied to human concerns.	children using the principles of Vygotsky. Psychology students were instructed to chart, for one week, any substances they use, that would be considered addictive ie. alcohol, nicotine, caffeine. They were to pay close attention to the strength of the craving for the substance. They were to consider the possible triggers for the craving. They were to design an approach for breaking the addictive habit.	Assessment criteria included: Did the students discuss different therapeutic approaches in helping them over-come their addiction? Did the students relate specific ways they would promote the cognitive-behavioral approach in helping changes occur?	25	18	No Change	Continue bringing the Victims Impact Panel to TCC. Students need further understanding of the consequences of poor decisions.	(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.	Series of tests, quizzes, and class participation	Used the traditional grading with letter grades following a 90 to 100% a, 80 to 89% b, etc.	13	10	Current plan is develop more exercises designed to facilitate discussion. These would include case studies involving life situations and possible use of movies clips and videos.	Additional instruction on video technology.	(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	Students will indicate proficiency at identifying psychological theories and concepts by taking 7 exams over 15 chapters	Students should be able to make a passing grade on these tests	35	32	No Change	TCC shall monitor these grades to insure that students in my class are passing this class, and if not, there is a logical reason, such as poor attendance or withdrawl.	(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	processes. Students will utilize critical thinking in evaluating psychological theories and research evidence.	Students will interview individuals, each of whom is currently in one life stages (of three major units of study in the course). The goal is for the student to determine whether or not the major developmental theories are present in real people and what behavior indicates such stage.	Students bring back a questionnaire based on their interviews conducted with members of the stage being studied.	26	22	No Change	Continue to monitor student progress and assess understanding of the stage development.	(1.) None: (2.) None: (3.) None:
Psychology	Students will develop an understanding of the relationship between psychological studies and how research findings can be applied to human concerns.	PSY 2143 is a blended course, incorporating service learning with career exploration and psychological research.	Students select ten psychological constructs and then develop a self-paced learning plan that relates these constructs to their mini internship experience.	6	6	No Change	I would like the Marketing area of the college to help me develop a brochure describing this course, to use in enrollment recruitment.	(1.) Service-learning Activities: (2.) None: (3.) None:
Psychology	Students will utilize critical thinking in evaluating psychological theories and research evidence.	Students were assigned a psychological disorder from chapter Fourteen at the beginning of the semester to research and write four two-page critiques during the semester.	The first critique source required the students to find an article from a local newspaper discussing the students assigned topic. The second critique source required the students to find an article from a national newspaper discussing the students	26	19	Next semester, I am going to require that the student have the papers checked by a tutor in the writing lab before they are graded. In this way I hope to improve the student's writing skills.	I have no changes to suggest.	(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>assigned topic. The third and fourth critique sources required the students to find peer reviewed researched based journal articles on the assigned disorder. The students were then given the following instructions for writing the research papers: Each Critique should encompass the critical thinking skills of analysis and evaluation.</p> <p>Specifically, the Critique should identify: The purpose of the article The claim(s) that the author makes about the topic The evidence that the author provides to support the claim(s)</p> <p>Note: Critique #3 & #4 must also identify the Hypothesis, the Independent Variable(s), and the Dependent Variable(s).</p> <p>The Critique should also discuss: The conclusion(s) drawn by the author and</p>					

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
			<p>whether or not the conclusion is reasonable based upon the evidence presented.</p> <p>Additionally, you should answer the following questions:</p> <ol style="list-style-type: none"> 1. Is the article well-organized, clear, and easy to read? 2. Did the author define the important terms? Give two examples. 3. Does the text help you understand the subject? Give two examples. 4. What is your intellectual and emotional reaction to the article. Give two examples. <p>You will be graded on accuracy of your analysis, neatness of the paper, and correct spelling and grammar.</p> <p>Additional Requirement: MLA Format A copy of your article must be attached to your critique. I would also like you to hi-lite your article for the answers you</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.	Student's visit the Holocaust Exhibit at the Jewish Museum of Art. Student's are required to write a paper that applies the Social Psychology theories if the text (theories may include categorization, stereotyping, prejudice, bystander effect, etc.) with the museum experience.	used for your paper. Use this outline as a template, and answer the questions in order. The students must demonstrate an understanding of the social psychology theories in their writing by showing critical thinking and application of the psychological events that created the Holocaust tragedy. Students are encouraged to reveal their ability to apply the theories to modern day biases, as well as other historical prejudices.	25	20	No Change	I'm not sure I understand this requirement.	(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.	ESSAY QUESTION: Describe and identify the criteria set by the DSMIV for one of the following diagnosis Bi-polar I or Schizophrenia. (If choosing schizophrenia include all subtypes of the disorder). Utilizing the videos shown in class give	A=This student will list and describe all criteria set forth for the diagnosis that they choose as presented by the DSMIV. They will then give specific examples from the videos shown in class for each set of symptoms. B=This student will describe all if the criteria set forth for the diagnosis that	15	10	No Change	This essay showed that the majority of the class were able to grasp the concept of studying a diagnostic criteria, breaking it down into symptomology, and then taking an example of someone with specific symptoms then breaking down the symptoms into specific	(1.) None: (2.) None: (3.) None:

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
		examples of the symptoms involved in the diagnosis you choose. EX: Mania: "Mary" is the video showed symptoms of mania such as rapid pressured speech, grandious delusions "I'm a solider in the Lords Army", risk taking behaviors "I beat up my husband..duking it out" "I cheated a lot on my husband."	they choose as presented by the DSMIV. They will then give specific examples on at least 3/4 of all symptoms. C=This student will list and describe all criteria set forth for the diagnosis that they choose as presented by the DSMIV. They will describe and give examples from the videos on at least 1/2 of all symptoms. D=This student will describe all of the criteria set forth for the diagnosis that they choose as presented by the DSMIV. F= Inability to show the diagnostic criteria from the DSMIV or only gives the examples from the videos.				examples. More videos being available for abnormal psychology could benefit students as well as instructors in the field of mental health.	
Psychology	Students will utilize critical thinking in evaluating psychological theories and research evidence.	CRITIQUES Each student was required to turn in four (4) Critiques on one of the topics selected by the class. Each Critique consisted of one source. The following was required: ? Critique #1 - Newspaper article from a	Students were graded using a rubric based on the following: accuracy of analysis, evaluation of the article, identifying the purpose of article, the claims the author made, evidence the author provided to support the claims made in	12	9	No Change	Students should be required to utilize the writing tutor which is provided by the college. In the future, I plan to require that my students schedule a tutoring session at least once during the semester.	(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>major U.S. newspaper ? Critique #2 - News Magazine (Time, Newsweek...) ? Critique #3 - peer reviewed – research based Journal Article ? Critique #4 - peer reviewed – research based Journal Article</p>	<p>the article as well as neatness of the paper, correct spelling and grammar, and following directions.</p>					
		<p>The articles for Critique #3 and Critique #4 required approval by the instructor. Failure to do so resulted in a grade of Zero.</p>						
		<p>Each Critique should encompass the critical thinking skills of analysis and evaluation.</p>						
		<p>Specifically, the Critique should identify:</p>						
		<p>? The purpose of the article</p>						
		<p>? The claim(s) that the author makes about the topic</p>						
		<p>? The evidence that the author provides to support the claim(s)</p>						
		<p>? Note: Critique #3 and Critique #4 must also</p>						

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
		<p>identify the Hypothesis, the Independent Variable(s) and the Dependent Variable(s).</p> <p>The Critique should also discuss:</p> <p>? The conclusion(s) drawn by the author and whether or not the conclusion is reasonable based on the evidence presented (Explain your answer using at least two examples.)</p> <p>Additionally, you should answer the following questions:</p> <ol style="list-style-type: none"> 1. Is the article well-organized, clear and easy to read? (Give two examples that will serve to support your conclusion.) 2. Did the author define the important terms? (Give at least examples of the author explaining important terms.) 3. Does the text help you understand the subject? (Give at least two 						

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
		examples.) 4. What is your intellectual and emotional reaction to the article? (Give at least one example of your intellectual reaction, and at least one example of an emotional example)						
Psychology	Students will develop an understanding of core psychological concepts and theories, as well as the scientific study of behavioral and mental processes.	Several video and web case studies targeting different mental disorders are posted throughout the semester. Students work in teams to answer posted questions regarding the history and symptoms, application of diagnostic criteria, etiology based on different models of abnormality, and treatment considerations in the cases. Students must contribute by answering their designated share of the questions and then review a peer post adding detail, correcting inaccuracy, or providing alternative	The discussion responses are graded for accuracy, and thoughtful application of the course material to examine and explain the specific details of the case.	21	19	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
Psychology	Students will develop an understanding of core psychological concepts and theories, as well as the scientific study of behavioral and mental processes.	application of the material to the specifics of the case. A test item on final exam queried the following: "The tendency we all have to discount situational explanations of behavior in favor of personality characteristics or traits is called the (correct response) fundamental attribution error."	The exam item follows a full semester of readings and application of course content, by means of a written assignment, entries on 8 discussion board threads, quizzes and exams . The final exam is comprehensive and addresses major concepts learned throughout the semester.	12	11	No Change	None at this time.	(1.) None: (2.) None: (3.) None:

Spring 2007 Religious Studies Assessment Report

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
Religious Studies	Appreciation for religious issues, ideas, and/or values	Students responded to a Discussion Board Query on the value of the academic study of religions.	Students needed to identify the importance of religion to culture and to understanding other peoples to have been successful in this assessment of their appreciation for the values and ideas inherent in specific religions.	21	15	No Change	Continue to send Prof. Hughes to the American Academy of Religion's annual meeting where she reviews new books, attends lectures, and brings back new ideas for pedagogy.	(1.) None: (2.) None: (3.) None:

Spring 2007 Sociology Assessment Report

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
Sociology	Distinguish between the major theoretical perspectives and use them to analyze specific social situations.	Discuss the three sociological perspectives and their components. Apply each perspective to a sociological situation.	Name the three sociological perspectives. Discuss how the perspective explains a sociological situation.	11	9	Give more learning exercises on the sociological perspectives.	None	(1.) Guest Speakers / Field Trips: (2.) None: (3.) None:
Sociology	Distinguish between the major theoretical perspectives and use them to analyze specific social situations.	Assessment was conducted through four exams.	Each exam was a multiple choice and true-false exam with questions concerning the topics covered. Questions included dealt with the major sociological perspectives, primarily functionalism, conflict theory, and symbolic interactionism.	30	30	No Change	No change.	(1.) None: (2.) None: (3.) None:
Sociology	Discuss the history of and/or major contributors to the discipline.	In the first discussion board exercise for Aging and Behavior, students who participated were required to track the development of one of three theories of aging: disengagement, activity, or age stratification. This would be done in an original post, i.e.,	To be successful at this activity, a student needed to understand three things: 1. What were the major premises of the theory as it was first articulated? 2. What research was done that supported the theory? 3. How was the theory modified over time and what research	17	10	No Change	No institutional action is required. However, this assessment does support the continued need to make critical thinking one of our college-wide goals. In fact, as far as our goal-list is concerned, I think critical thinking should be emphasized every year,	(1.) Professional Development - External: Essential to stay current (2.) Class Size: Keep small for online classes (3.) Guest Speakers / Field Trips: Fund more to engage more students

**Discipline/
Program**

**Goal/
Competency**

**Assessment
Activity**

a post starting a
new thread.

**Performance
Criteria**

results led to the
modifications?

**Number
Assessed**

**Number
Successful**

**Instructor
Action**

**Institutional
Action**

instead of once
every four years!

**Designated
Needs**

Spring 2007 Speech Assessment Report

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
Speech	Students will effectively demonstrate skills in organizing and preparing extemporaneous oral presentations.	Semester Project – Fundamentals of Listening – Spring 2007 – April 17 & 19 Choose some part of the Hurier Listening Process (Hearing, Understanding, Remembering, Interpreting, Evaluating, Responding) and give a ten-minute presentation. Your topic must be approved by the instructor. Classroom lecture will explain the specifics about the introduction, the body of the presentation, and the visual aids and teach how to do each.	Projects must include the following and will be graded based on: (20 points) Introduction _____ (12 points) Introduction draws the audience in _____ (5 points) Introduction includes a statement that establishes credibility _____ (3 points) Introduction includes a 3-point summary of main ideas (25 points) Point One _____ (5 points) Idea is clearly presented _____ (5 points) Information is significant, sufficient, and relevant _____ (5 points) Student is adequately prepared _____ (5	11	11	No Change	No action is required. Room MC 521 excellent - included powerpoint equipment and other aids as necessary.	(1.) None: (2.) None: (3.) None:

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
			points) Eye contact is maintained appropriately with audience –					
			presentation may not be read off of notes, Powerpoint, or					
			transparencies _____ (5 points) Effective Visual Aid presented to support information					
			(25 points) Point Two					
			_____ (5 points) Idea is clearly presented					
			_____ (5 points) Information is significant, sufficient, and relevant					
			_____ (5 points) Student is adequately prepared					
			_____ (5 points) Eye contact is maintained appropriately with audience –					
			presentation may not be read off of notes, Powerpoint, or					
			transparencies _____ (5					

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
			<p>points) Effective Visual Aid presented to support information</p> <p>(25 points) Point Three</p> <p>_____ (5 points) Idea is clearly presented</p> <p>_____ (5 points) Information is significant, sufficient, and relevant</p> <p>_____ (5 points) Student is adequately prepared</p> <p>_____ (5 points) Eye contact is maintained appropriately with audience –</p> <p>presentation may not be read off of notes, Powerpoint, or</p> <p>transparencies</p> <p>_____ (5 points) Effective Visual Aid presented to support information</p> <p>_____ (5 points) Presentation is a minimum of 10 minutes</p>					
Speech	Students will demonstrate appropriate skills	Persuasive Speech	Introduction gets attention, establishes	8	8	No Change	Video cameras and time cards could be made	(1.) None: (2.) None: (3.) None:

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
	in delivery of extemporaneous oral presentations.		<p>rapport with audience, establishes credibility & previews main points. Body is organized with an appropriate organizational pattern, and the topic is socially relevant and narrowed adequately to be manageable. It is also well researched and clearly presented. There is a wide variety of evidence types and contains new, interesting information that is clearly related to the audience. There are clear transition and a logical progression. Visual aids are clear, relevant and effectively used. The delivery style is fluent, well prepared and extemporaneous. The speaker is dynamic, poised and confident, as well as being involved in the moment with the audience. Rate, volume, articulation, and word choice are appropriate for the setting and audience. Body</p>				<p>available for instructors when the class is conducted off campus. An online or live presentation to provide a tutorial to help students understand how to access library resources.</p>	

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
Speech	Students will effectively demonstrate skills in organizing and preparing extemporaneous oral presentations.	Students are to prepare a complete outline of their persuasive speech that is handed in at the time they give their speech. Prior to giving their speech, students met with the instructor and brought the body of the outline to the conference for advising if necessary on how to improve the body of the outline. Students were provided with examples of outlines from previous	language and gestures are meaningful and there is good eye contact. The speaker is respectful of time constraints. The conclusion recaps the main points, signals the end of the speech and ends with a powerful and/or memorable final statement. A detailed outline of the speech must have been submitted before the speech to indicate adequate preparation. Students received a full 35 points as part of the 200 points they could earn for their persuasive speech if the outline was prepared as per the guidelines and examples, following outline format with complete sentences where appropriate, transitions, introduction, conclusion and body of the outline. They received partial credit if they prepared an outline but it did not follow the	24	21	No Change	While the overwhelming majority of the students successfully completed their outlines, next semester I am going to have them turn in their outlines prior to presenting their speeches. I will review them and give them the option of correcting them and turning the corrected version in when they give their speech.	(1.) None: (2.) None: (3.) None:

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
Speech	Students will effectively demonstrate skills in organizing and preparing extemporaneous oral presentations.	students' speeches. Also, time was spent in class demonstrating how to use the outlining function available on the CD that comes with the textbook. Manuscript Speech Assignment #1 =50 pts Ice Breaker Speech Assignment #2 =100 pts Informative Speech Assignment #3 =100 pts Persuasive Speech Assignment #4 =100 pts	format exactly - maybe some of the items that needed to be complete sentences were not complete sentences or perhaps they started off with capital letters or Arabic numerals instead of Roman numerals. Assessments are based on the Lucas Speech Evaluation Form on Speech Development--In tro---Supporting materials--Concl usion, Speech Delivery and Overall Presentation. Other assessments used are the Lucas Instructor's Resource CD-ROM: Listening Activity and Using Vocal Variety.	19	19	No Change	The students enjoyed the activities from the Lucas Resource CD-ROM. Our new edition textbook has a feature that allows students to download material to their ipod or mp3 player.	(1.) Professional Development - External: Teaching students with learning disabilities (2.) None: (3.) None:
Speech	Students will effectively demonstrate skills in organizing and preparing extemporaneous oral presentations.	The student will study the anatomy of organizing an informative speech, including: A. Criteria for selecting the main ideas B. The characteristics that a main idea should have C. Patterns	To demonstrate competence the students will complete an exercise in which they are given factual information to outline and after researching a given topic will complete an informative outline and submit it before	16	14	Although the findings of this assessment proved successful with 87% of the students attaining this goal, the instructor will prepare individualized lesson plans that will re-teach and provide extra practice for those	I believe it is important that communication skills be taught across the curriculum and that TCC require classes that provide student mastery of these skills. Various studies indicate that communication skills, including	(1.) Professional Development - External: (2.) Instructional Equipment: (3.) Computer Technology / Software:

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
		<p>of arrangement</p> <p>D. How much and what kinds of supporting materials.</p> <p>E. The importance of organization which includes:</p> <ol style="list-style-type: none"> 1. An audience can better remember the main ideas of a speech when the speaker presents them in a recognizable pattern. 2. Effective organization encourages active rather than passive listening. 3. Being able to anticipate what's coming next makes listeners feel that they are "in the know." <p>Following the above study, the student will complete two assignments:</p> <ol style="list-style-type: none"> 1. The student will be given factual information and must complete a topic word/phrase outline. 2. The student will research a given topic and prepare an outline for an informative speech. 	<p>delivering the speech in class. Experience and observation by the instructor indicates that students that are able to get 80% correct can usually succeed in outlining any given speech.</p> <p>The following criteria will be used to determine if students have met the discipline goal. The student's outline must include:</p> <p>A. A correctly worded "Specific Purpose" statement</p> <p>B. An Introduction with the following parts:</p> <ol style="list-style-type: none"> 1. Attention Getter 2. Thesis 3. Goodwill/Credibility statement 4. Preview of Main Points <p>C. Body that contains 3 to 5 main points with 3 to 5 supporting details</p> <p>D. Appropriate Connectives</p> <p>E. A Conclusion with the following parts:</p> <ol style="list-style-type: none"> 1. Review of Main Points 2. Thesis 			<p>students in need of further instruction. Individualized plans may include: Group practice with outlining specific speeches given within the textbook, individual outlining activities, and individual preparation of outlines with instructor critiques and instructions.</p> <p>The results are used to judge whether more activities are merited and which students need more individualized instructions.</p>	<p>how to write an organized, coherent, and unified presentation for a particular audience and situation, are significant factors in predicting success on the job. TCC could provide students with these skills by requiring a communications course. Additional opportunities for students to interact in verbal discourse such as open forums and public debates similar to those presented at the Conversation Café sessions, would provide avenues for students to participate in public speaking. Activities such as these build excitement and a collegial culture, thereby enhancing the college experience.</p> <p>Additional sources (media and training) illustrating effective communication skills would enhance instruction.</p>	

**Discipline/
Program**

**Goal/
Competency**

**Assessment
Activity**

**Performance
Criteria**
restatement
3.
Attention Closer

**Number
Assessed**

**Number
Successful**

**Instructor
Action**

**Institutional
Action**

**Designated
Needs**

Spring 2007 Veterinary Technology Assessment Report

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
Veterinary Technology	Fluid therapy	Accurately calculate IV fluid volume and rate for a dehydrated patient.	1. Accurately calculate maintenance and dehydration volumes; determine 1st 24 hour volume. 2. Calculate per hour, per minute and gtt/minute rates. 3. Choose appropriate administration set for patient and volume. 4. Describe proper care for an IV catheterized patient.	14	14	No Change	None at this time	(1.) None: (2.) None: (3.) None:
Veterinary Technology	Vital signs (temp, pulse, respiration)	Vitals of Equine & other Large Animals	During numerous class lectures & laboratories of VT 2364-Large Animal Technology, students were instructed how to safely take vitals from various large animal species. Students were educated in recognizing normal & abnormal vitals of these species. Having large animals housed at TCC allows hands-on educational experiences and	14	14	No Change	Continue to provide safe housing facilities for various species of large animals throughout semesters. Safe housing is often noted as repairs and up-grades of large animal equipment. Housing of these animals also includes, but is not limited to, providing funding to obtain appropriate animals for class-room use and to provide	(1.) None: (2.) None: (3.) None:

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			full-fills an "essential educational requirement" made by the American Veterinary Medical Association (AVMA). The TCC Veterinary Technology Program's ability to provide this education maintains "full accreditation" status of the Program.				funding for appropriate feeds and medications as needed.	
