

Discipline Goal / Program Competency Assessment

Feedback Report
Spring 2008

Prepared by

Tulsa Community College
Office of Institutional Research and Assessment

Executive Summary

- A total of 92 faculty members contributed 98 records to the course-embedded assessment of discipline goals and/or program competencies. The number of contributors represents approximately 10% participation by full and part-time faculty.
- The records submitted reflect that a total of 2,504 students were assessed. Of those students, 80.2% successfully demonstrated the goal or competency assessed.
- Of the 98 assessment records submitted, 21.4% indicated specific changes to pedagogy in an effort to improve the potential for student learning. More than two-thirds (78.6%) indicated that no changes were necessary based on assessment results.
- Requests for institutional intervention are prioritized as follows:

Professional Development - External	10.2%
Academic Support Labs	5.1%
Instructional Equipment	4.1%
Prerequisites / Curriculum	4.1%
Computer Technology / Software	3.1%
Guest Speakers / Field Trips	3.1%
Media Resources	3.1%
Improved Communication	2.0%
Student Advisement / Placement	2.0%
Other	2.0%
Changes in Procedures	1.0%
LRC / Library Resources & Services	1.0%
Testing Center Support	1.0%
Textbook Selection	1.0%

Table of Contents

(Click on a link below to navigate to that point in the report.)

[Quantitative Results](#)

[Faculty Participants](#)

[Accounting Associate](#)

[Biology](#)

[Biotechnology](#)

[Business](#)

[Chemistry](#)

[Child Development](#)

[Computer Information Systems](#)

[Dental Hygiene](#)

[Developmental Studies in Communication](#)

[Economics](#)

[English](#)

[Fire and Emergency Services Technology](#)

[Geography](#)

[Geology](#)

[Geriatric Technician](#)

[History](#)

[Human Services](#)

[Humanities](#)

[Interior Design](#)

[International Languages](#)

[Interpreter Education](#)

[Marketing/E-business](#)

[Mathematics](#)

[Medical Laboratory/Phlebotomy Technology](#)

[Nursing](#)

[Physical Therapist Assistant](#)

[Physics / Physical Science](#)

[Psychology](#)

[Religious Studies](#)

[Sociology](#)

[Speech](#)

[Veterinary Technology](#)

Spring 2008 Assessment Quantitative Results

Students Assessed and Successful by Campus.

Campus	# Assessed	# Successful	% Successful
Metro	830	704	84.8%
	Division	# Assessed	# Successful
	ALLH	50	49
	BUSN	64	56
	COMM	70	64
	LIBA	160	121
	NURS	178	178
	SCMA	308	236
Northeast	340	302	88.8%
	Division	# Assessed	# Successful
	BUSN	49	47
	LIBA	178	148
	SCMA	113	107
Southeast	844	624	73.9%
	Division	# Assessed	# Successful
	BUSN	187	155
	COMM	74	63
	LIBA	131	104
	SCMA	452	302
West	490	379	77.3%
	Division	# Assessed	# Successful
	BUSN	86	64
	LIBA	283	217
	SCMA	121	98
Totals:	2504	2009	80.2%

Spring 2008 Assessment Quantitative Results

Students Assessed and Successful by Discipline/Program.

Discipline/Program (# of Submissions)	# Assessed	# Successful	% Successful
Accounting Associate (1)	25	25	100.0%
Biology (10)	274	246	89.8%
Biotechnology (1)	5	5	100.0%
Business (1)	31	28	90.3%
Chemistry (4)	119	92	77.3%
Child Development (6)	152	124	81.6%
Computer Information Systems (5)	74	68	91.9%
Dental Hygiene (1)	12	12	100.0%
Developmental Studies in Communication (3)	68	58	85.3%
Economics (5)	150	101	67.3%
English (13)	223	173	77.6%
Fire and Emergency Services Technology (1)	18	13	72.2%
Geography (1)	36	30	83.3%
Geology (1)	37	35	94.6%
Geriatric Technician (1)	7	7	100.0%
History (1)	19	18	94.7%
Human Services (1)	30	26	86.7%
Humanities (4)	63	57	90.5%
Interior Design (1)	18	18	100.0%
International Languages (2)	19	18	94.7%
Interpreter Education (1)	7	7	100.0%
Marketing / E-business (2)	88	82	93.2%
Mathematics (9)	458	276	60.3%
Medical Laboratory/Phlebotomy Technology (2)	12	11	91.7%
Nursing (3)	171	171	100.0%
Physical Therapist Assistant (1)	26	26	100.0%
Physics / Physical Science (4)	51	45	88.2%
Psychology (7)	178	133	74.7%
Religious Studies (1)	6	6	100.0%
Sociology (2)	60	44	73.3%

Discipline/Program (# of Submissions)	# Assessed	# Successful	% Successful
Speech (2)	53	40	75.5%
Veterinary Technology (1)	14	14	100.0%
Totals:	2504	2009	80.2%

List of Faculty Participating in Spring 2008 Assessment

Campus	Division	Last Name	First Name	Campus	Division	Last Name	First Name
Metro	ALLH	Bates	Cheryl	Metro	SCMA	Allen	Kelly
Metro	ALLH	Hammontree	Jeffrey	Metro	SCMA	Bolze	Claude
Metro	ALLH	Holmes	Karen	Metro	SCMA	Hixon	Beth
Metro	ALLH	Schoffman	Susan	Metro	SCMA	Mims	Sally
Metro	BUSN	Babb	Jerry	Metro	SCMA	Nelson	Tony
Metro	BUSN	Hopkins	Lisa	Metro	SCMA	O'Meilia	Janice
Metro	BUSN	McRuiz	Michael	Metro	SCMA	paruch	ryan
Metro	BUSN	Wadley	James	Metro	SCMA	Wallace	Stewart
Metro	COMM	Brown	Lynnda	Northeast	BUSN	Graham	Warren
Metro	COMM	Cross	Michael	Northeast	BUSN	Harvey	R. Charles
Metro	COMM	hagood	vivian	Northeast	BUSN	St. John	Steve
Metro	COMM	Sulilvan	Françoise	Northeast	LIBA	Chew	Pamela
Metro	LIBA	Cooke	Marvin	Northeast	LIBA	Goodwin	Donna
Metro	LIBA	Hardwick	Jim	Northeast	LIBA	Goswick	William
Metro	LIBA	Hensley	John	Northeast	LIBA	Limas	Sharon
Metro	LIBA	Hughes	Cherie	Northeast	LIBA	Meziere	Chrystie
Metro	LIBA	Inhofe	Marilyn	Northeast	LIBA	Minor	Dorothy
Metro	LIBA	Wemhaner	James	Northeast	LIBA	Potts	Diane
Metro	LIBA	White	Krena	Northeast	LIBA	Woodruff	Julie
Metro	NURS	Bednar	Carolyn	Northeast	SCMA	Black	Jana
Metro	NURS	Kuebler	Sandra	Northeast	SCMA	French	Fran
Metro	NURS	Moaliitele	Dorothy	Northeast	SCMA	Garvin	Derek
Metro	NURS	Summers	Angela	Northeast	SCMA	Kneafsey	Jennifer

Campus	Division	Last Name	First Name
Northeast	SCMA	Lange	Eric
Northeast	SCMA	Mathieson	Don
Southeast	BUSN	Hoggard	Susan
Southeast	BUSN	Imhoff	Pamela
Southeast	BUSN	Legleiter	Rebecca
Southeast	BUSN	McMahon	Jennifer
Southeast	BUSN	oconnor	tony
Southeast	COMM	Daily	Kathy
Southeast	COMM	Polcha	Diane
Southeast	COMM	Thompson	Beth
Southeast	LIBA	Baker	Phoebe
Southeast	LIBA	Furlong	Cathy
Southeast	LIBA	knapp	patricia
Southeast	LIBA	Marrs	Fern
Southeast	LIBA	quinn	camille
Southeast	SCMA	Brooks	Peggy
Southeast	SCMA	Hall	Anita
Southeast	SCMA	King	Milton
Southeast	SCMA	Porterfield	Julie
Southeast	SCMA	Ramsey	Paulette
Southeast	SCMA	Richter	Daryl
Southeast	SCMA	shihabi	walid
Southeast	SCMA	Spencer	Diana
West	BUSN	O'Mealey	Jimmy

Campus	Division	Last Name	First Name
West	BUSN	Smith	Melinda
West	BUSN	Taff	Ann
West	LIBA	Attalla	Susan
West	LIBA	Buss	Carrie
West	LIBA	Colglazier	Lyndel
West	LIBA	daniels	kymberly
West	LIBA	deibert	debbie
West	LIBA	Ebrahimi	Carol
West	LIBA	Goble	Carla
West	LIBA	Ingalls	Lana
West	LIBA	McGee	Belinda
West	LIBA	Parton	Dawn
West	LIBA	Simpson-Jaques	Tracy
West	LIBA	Tillman	Susan
West	LIBA	Urie	Jeanne
West	SCMA	Carlson	Rosemary
West	SCMA	Davenport	RoxAnn
West	SCMA	Dunkerley	Dr. Suzann
West	SCMA	Hall	LaTonya
West	SCMA	Mayberry	Lori
West	SCMA	McDevitt	Terry
West	SCMA	Thompson	Theresa

Spring 2008 Accounting Associate Assessment Report

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
Accounting Associate	Identify and work with basic accounting concepts, principles, and systems of internal control and ethics.	On a closed book exam, students had to prepare 10 general journal entries, in good accounting form or format, for a service firm's financial accounting.	Students who scored 70% or higher on the assignment were assessed as having achieved the goal.	25	25	No Change	N/A	(1.) None: (2.) None: (3.) None:

Spring 2008 Biology Assessment Report

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.	The students investigate the chemical and biological principles essential for life in lab 3. They begin by observing human behavior and hypothesizing the origin of a physiological imbalance within the digestive system. The students determine the chemical properties of an acid, base, and a neutral solution. They discover how exogenous application of an acid or base affects the physiology of the digestive system. They create a pH applications experiment to test 3 exogenous "remedies" on different solutions. They crush three types of antacids and place them in test tubes with HCl. They measure the pH of each test tube with litmus paper to determine	Students are said to be proficient in the ability to measure and utilize various laboratory equipment if they can properly dispense the correct amount of HCl from a pipette into a test tube, prepare the correct amount of antacid, read the color change on pH paper, and record the accurate measurement. Students are asked a series of questions on the discussion board regarding the practical and biological importance to which they must prepare responses before the next lab. Students are said to be proficient in the application of chemical principles to physiological processes if their scores on their Blackboard quiz were 80% or above.	19	16	No Change	I would like to see an increase in funding for lab equipment. Since students have to share equipment, what I see happening is one student does the work and the other just watches or they take turns. If everyone had to be responsible for their own equipment and data (rather than a shared activity), I think knowledge and understanding of the material would increase and assessment scores would rise.	(1.) None: (2.) None: (3.) None:

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
Biology	Students will demonstrate an understanding of the basic life processes, such as cell structure, obtaining and using of energy, and the processes of reproduction, heredity and evolution.	type of solution and pH paper to quantify the acidity of the solution. The students are then asked to employ critical thinking skills to determine how each exogenous "remedy" could affect the physiology of the body after a meal. Cellular respiration and metabolism (biochemistry) homework - short answer format	Students' writing must demonstrate an understanding the principles of cellular respiration (ATP synthesis), including the reactions of glycolysis, citric acid cycle, and chemiosmosis. ...More interested in assessing students' understanding of the CONCEPTS and their ability to apply thier knowledge than assessing their ability to recite data/facts.	60	45	No Change	I do not require additional resources from TCC in order to best implement this assessment activity in class.	(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	Students are reuired to keep a food journal and compare that with daily needs through ones RDA and BMR.	Students will log five continuous days of foods and beverages eaten and drunk. Students will tally calories, protein, carbohydrates, and fat eaten	10	10	No Change	None needed 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
Biology	reproduction, heredity and evolution. Students will demonstrate knowledge of the diversity, complexity and inter-relatedness of life.	The study of the interrelatedness of the three major 'worm' type of animals. The students had both classroom	<p>each day. They will then fill out 2 forms; RDA and BMR.</p> <p>RDA Form: Part A: Looks at how well students ate each day comparing there caloric intake to RDA needs. Part B: Students will look at thier daily values of protein, carbs, and fat and calculated the five day averages of each. Then the will calculate those averages to the RDA needs. Part C: Summarize thier experience of how well they ate based on RDA needs.</p> <p>BMR Form: Part A: Calculate thier BMR Part B: Look at Caloric intakes of thier daily averages compared to what they ate in thier food diary. Part C: Compare the RDA to the BMR</p> <p>Write an essay explaining the above relationships. The essay was read and evaluated by the</p>	17	15	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 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.	lecture and a lab that covered the similarities and differences of the three 'worm' phylas; Platyhelminthes, Nematoda, and Annelida. The material covered included the three groups; acoelomates, pseudocoelomates and eucoelomates, and the differences related to increasing complex coelom type. The diversity of the phylas is covered relative to locomotion, organs and organ system, and level of nervous and sensory equipment. Because our BIO 1314 (anatomy & physiology) students do not need a pre-requisite course, many come with little or no science background. It is essential that they grasp the importance of the scientific method of approach used in science and health-related occupations. It is critical that they understand	instructor relative to answering above criteria. Since a bit of lecture time is devoted to the scientific method and how it will be employed in their various professions, and since the metric system will be used throughout the semester, laboratory grades of 80% or better should be obtained by the entire class.	13	8	No Change	It is a hope by several of the faculty involved in teaching BIO1314 that a prerequisite Introductory Biology class (if not also a general chemistry class) be added so that more students come in with the essential foundation of knowledge that should guarantee a better success rate for more of our students.	(1.) Prerequisites / Curriculum: (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.	and become familiar and successful with the metric system, basic laboratory practices and research articles. In our first laboratory activity of the year, the scientific method is explored by having the students formulate hypotheses, utilize various laboratory equipment and measurements (in metric) to obtain data, and then examine the data in light of their hypotheses to determine if that data substantiates or refutes their hypothesis. The need to formulate hypotheses, gather data and correlate continues on in the second laboratory which includes chemical testing and again the use of the metric system. Laboratory final for Introduction to Zoology is held at the Tulsa Zoo and Living Museum. During this exam the students choose	This is a written exam. Points are awarded or removed based on choosing a minimum number of ecosystems, a	15	15	No Change	Continue with the above course.	(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.	several different biomes or ecosystems, discuss animals that live there and the adaptations they have to survive in this environment. Physiology students are using a lab manual specifically for TCC's Bio 2154 course that Professor Dusti Sloan and I have written and compiled. The goals are to engage the students in higher learning thinking and hands-on opportunities to apply the principles of physiology in a meaningful way that is directly related to the students' career goals, and to provide the students a low-cost alternative to the published lab manuals that accompany the student texts.	diversity of animals within the ecosystem and demonstrating a knowledge of their characteristics. Students have used their lab manuals this semester and will be asked to evaluate the effectiveness of each lab at the end of the semester.	55	55	This is an evolving process that will take several semesters to complete as we rewrite and fine tune the process. Our next task is to make the BioPac technology laboratories more engaging, relevant and open-ended.	The book store is carrying our lab packets to offer the students the materials at printing cost.	(1.) None: (2.) None: (3.) None:
Biology	Students will demonstrate an understanding of the scientific process in the biological world as it is	Students will complete a semester-long lab in the Horticulture department greenhouse.	Student will achieve 85% success in their Long-Term Plant Lab Report, which contains one section for	45	42	No Change	The students who were not successful were ones who stopped attending class and lab sections.	(1.) None: (2.) None: (3.) None:

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
	implemented by the Scientific Method. The student will further understand the need for continued biological research in a dynamic environment.	They will use the scientific method to set up their hypothesis, lab format, collect data, analyze data, and report a conclusion.	each part of the Scientific Method				I do not feel any change is necessary, as all students who attended regularly were successful.	
Biology	Students will demonstrate knowledge of the diversity, complexity and inter-relatedness of life.	Field Trip to Cole Creek where animals were collected, and identified. Nets were used to collect macroinvertebrates and fish.	Students observed and then decided the health of the stream based on the organisms that were collected.	20	20	No Change	more equipment is needed ...seeing nets, kick nets, waiters...	(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 strengths and weaknesses) as they apply to solving problems in the biological sciences.	The students will use media, staining methods and biochemical tests, which have been learned in lab class, to help them isolate and identify an unknown microorganism. They will have to construct a dichotomous key to help them decide which techniques are needed to help in this process. They will use charts to help determine what the outcome of each test indicates about the organism.	After identification of the organism, the students will be tested over the various techniques used in lab to help identify microorganisms, and their understanding of the results of each technique.	20	20	No Change	No action required	(1.) None: (2.) None: (3.) None:

Spring 2008 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 will participate in biotechnology laboratory manipulations which reflect modern lab equipment and instrumentation while illuminating underlying biological and chemical principles.	Column Chromatography was assessed using both lab manipulations and an essay question in an exam format. The students manipulated and observed the separation of two molecules using size exclusion chromatography. The students analyzed the results of the lab activity in their lab notebooks with an organization of Title through Conclusions. Students also compared three types of chromatography in an essay question.	The lab report was graded on organization and proper analysis of the results. Students were also assessed on knowledge of possible application of the lab activity. The essay questions were assessed with a grid system requiring proper use of 12 "new" lab terms common in column chromatography. Successful assessment was set at 90%.	5	5	No Change	Continue with lab activities which reflect "real world" applications Continue with requirement of students recording lab results and analyzing those results Continue the requirement of student written essay communication	(1.) None: (2.) None: (3.) None:

Spring 2008 Business Assessment Report

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
Business	Understand fundamentals of marketing, including marketing mix and segmentation.	Create a business plan and address the following marketing objectives: a. Product introduction, improvement, or innovation b. Sales or market share c. Profitability d. Pricing e. Distribution f. Advertising	Completion of the discussion board addressing the marketing objectives for the business created.	31	28	No Change	A large majority of students completed the assignment. Therefore, there may not be an institution action plan needed at this time.	(1.) None: (2.) None: (3.) None:

Spring 2008 Chemistry Assessment Report

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	An exam was given. 20 out of 50 questions required the application of Chemical as well as mathematical calculations. 80% of the class passed with a 60% or better.	Critical thinking was required to work problems on the exam	72	58	No Change	Inforce the pre-requisites for the college Algebra	(1.) None: (2.) None: (3.) None:
Chemistry	Demonstrate ability to use modern technological methods of data acquisition and analysis	To increase the students awareness of modern technological methods of data acquisition and analysis I took my Honors Chemistry 1 class on a tour of an actual Analytical Laboratory (a place that tells what is in a sample and how much). On this tour the students saw gas and liquid chromatographs running samples from the oil field, from the aviation industry and a variety of other commercial companies. These instruments are interfaced to computer using data acquisition	Students had to write a 400 word statment about what they had learned.	19	16	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
Chemistry	Demonstrate mastery of the unique language of chemistry	equipment. They were shown how the equipment works and how the data is analyzed. 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 regular exams as well as the final exam, the average number of correct vocabulary words for all exams was recorded. A tally was made of the students who succeeded in averaging at least 16 out of 20 vocabulary words right on an exam. For this assessment, 11 of the students out of 14 who took all four exams, got an average of 16 or more of words correct. The average score for all 14 students across all four exams was 17 correct. This is a lower-level type of learning. In general, most students have little problem with this type of exam question.	14	11	No Change	none	(1.) None: (2.) None: (3.) None:
Chemistry	TCC chemistry graduates will be able to demonstrate ability to apply logical and	Student's success in completing problem-solving activities as part of an online	Finding a suitable measure of student problem-solving skills is difficult. For CHE1315,	14	7	No Change	The College should continue to support the efforts of instructors to be innovative in	(1.) Testing Center Support: See institutional action plan (2.) Academic Support Labs:

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
	mathematical strategies to solve chemical problems	homework system was assessed.	<p>there is a great emphasis on problem-solving in the class. Over the course of the semester, problems worth a total of 147 points (out of 890 points total for the course) are assigned in MasteringChemistry, an online homework system. Of the 14 students completing the course, 7 successfully completed more than 50% of the homework assigned. Although the homework counts for only about 17% of the total points in the course, there is a general correlation between a student's overall course grade and their success in Mastering. All 5 students receiving a final grade of "C" or lower in the course completed less than 40% of the assigned homework problems. (There were two students who received a "B" in the course who completed 43% and 23% of the homework. One</p>				<p>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 high school chemistry course 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 if comprehensive testing centers were available on every campus. Continue to increase the availability of well-trained tutors who know enough</p>	<p>See institutional action plan (3.) Prerequisites / Curriculum: See institutional action plan</p>

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
			<p>of these was a student who performed at an "A" level on all the exams, but did not do the homework.)</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 homework system helps them to progress in their problem-solving abilities. There is still much room for improvement.</p>				<p>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</p>	

Spring 2008 Child Development Assessment Report

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
Child Development	Demonstrate a working knowledge of curriculum development and implementation including developmentally appropriate practices, emergent literacy, webbing, and other techniques that address the developmental needs of the whole child.	Standards-Based Curriculum Activities List (28 items) and Fully Developed Lesson Plan for One Activity. Each student in this course will develop his or her own theme-based list of curriculum activities based on the Oklahoma Early Learning Guidelines. The Oklahoma Early Learning Guidelines are intended for preschool children ages 3-5. Students who intend to work with infants and toddlers or K-3 grade students should contact the instructor to discuss potential adaptations of this project to your personal teaching goals. The theme for the project will be chosen by the individual student with feedback from the instructor. The chosen theme will be	I have emailed the detailed grading rubric to Paul Johnson to satisfy this question.	40	30	This is a two-part assignment. All of the ten students who were not successful failed to turn in either all or part of the assignment. All students who were successful turned in all of the assignment. This is a semester-long project that students are expected to add to incrementally each week. Some students have difficulty with this kind of time management and wait until the last minute to start this work, which is too much to pull off at the eleventh hour. I can provide more reminders and supports to encourage students to not procrastinate. There is one specific element of the assignment that students seem to have more difficulty with. Guess what - it's the assessment	unknown	(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>developed/brains formed via the webbing technique before the student may select resource guide activity entries.</p> <p>The activities list will have no fewer than 28 entries. These entries will collectively cover all seven Oklahoma Early Learning Guidelines content areas: Creative Skills, Language Arts, Mathematics, Health and Safety/Physical Development, Science, Social and Personal Skills, and Social Studies. Each activity entry will include the name of the activity and a brief explanation of how to conduct the activity.</p> <p>This assignment will also require a fully developed lesson plan for one of the 28 activities that includes the following segments: (1) Heading, (2) Standards/Guidel ines to be Met By the Lesson (broad), (3) Learning Goals</p>				<p>piece! It's hard for student teachers to figure out a plan to determine if they have been successful in their instructional strategies with children. I plan to provide more instructional time to support this kind of learning, including more hands-on examples of how teachers can assess child learning both formally and informally.</p>		

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
		and Objectives (specific), (4) List of Instructional Resources (including use of technology in planning and implementation), (5) Procedures, including setting the stage, lesson body, and closure, (6) Adaptation and Provisions for Range of Skills, (7) Assessment, and (8) Reflection.						
Child Development	Recognize and understand the characteristics of anti-bias settings and materials that show respect and understanding of multicultural diversity including gender, age, race, country of origin, ability, and culture.	Students participate in a 3 hour weekly laboratory experience in an infant or toddler classroom. During the weekly laboratory time students conduct a 15 minute objective observation of a child. Each student conducts an observation on a different child each week. Students are instructed to objectively record specific observed behaviors and interactions in each of the developmental domains, recognize and understand each child in relation	The assignment is assessed for objective observation skills, use of professional developmental terms and professional terminology, developmental analysis knowledge and skills, ability to recognize and understand each child in relation to his or her developmental abilities, culture, gender, and family, selection and implementation of developmentally appropriate anti-bias learning activities, and assessment of the learning activities. The	16	16	No Change	No Change.	(1.) Professional Development - External: Child Development Laboratory Sites that are Developmentally Appropriate (2.) None: (3.) None:

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
		<p>to his or her developmental capabilities, gender, race, culture, and family.</p> <p>After completing the observation students analyze the child's development by answering the following questions. What is the child doing or interested in doing? How is the child feeling? How does the child express feelings? What is the child learning or doing in each of the developmental domains? Emotional, Social, Cognitive, Language, Gross Motor, and Fine Motor</p> <p>Students then write a plan for supporting the child's development, learning and interests in each of the domains. Included are the types of interactions, activities, environment, toys, materials, and experiences that will support the child's development and learning. Emotional,</p>	<p>assignment is also evaluated for writing skills which include the writing in complete sentences using correct grammar, spelling, punctuation, and capitalization.</p>					

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
		Social, Cognitive, Language, Gross Motor, Fine Motor						
		Based on the observation and developmental analysis, students then plan, and conduct two Learning Activities that focus on the targeted child's development. The activities must address the interests and development of the children as evidenced in your observations of the children.						
		After conducting the learning activities the student analyzes the results using the following questions: 1) Using examples from your observations explain how this activity addresses the children's interests and development.						
		2) Describe * how you initiated the activity including how you individualized your approach based each						

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
Child Development	Demonstrate a wide variety of techniques and organizational skills used to	Lab Observations 1 - 7 and Temperament Assessment	Each week the student was to write objective observations on a child and then	17	15	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	plan appropriate projects and activities for children. Recognize characteristics of anti-bias settings and materials to provide children opportunities to learn about and accept all forms of diversity, including gender, race, ability, cultural areas, age, and family style.	plan a developmentally appropriate activity based on the child's developmental level. After completing the activity the student was to assess the value and the success of the activity. Class discussion responding directly with the topic of providing culturally diverse materials in the classroom. The question posed to the students, "For those of you currently working in a child care setting, examine your rooms and make an honest assessment of culturally diverse materials. What do you see as an asset? What do you see lacking? If you are not currently in a classroom, how would you include culturally diverse materials in your classroom?", generated a complex and honest self-assessment of the students' current practice in the classroom.	plan a developmentally appropriate activity based on the child's developmental level. After completing the activity the student was to assess the value and the success of the activity. Criteria for grading included an initial posting that included assets and weakness in the assessment of culturally diverse materials. The grading criteria also required two responses to fellow classmates' postings	35	23	No Change	Unknown	(1.) None: (2.) None: (3.) None:
Child Development	Recognize characteristics of	Using the Haugland/Shade	A grading rubric (provided to the	40	36	No Change	None required.	(1.) None: (2.) None:

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
	anti-bias settings and materials to provide children opportunities to learn about and accept all forms of diversity, including gender, race, ability, cultural areas, age, and family style.	Developmental Scale, students will rate an early childhood educational software product for age appropriateness, child control, clear instructions, expanding complexity, independence, non-violence, process orientation, real world representation, trial and error opportunities, quality of technical features, visual transformations, mixed gender and role equity, and diversity of characters represented. When the student has completed the checklist and arrived at the software's final score on the scale, he or she writes a 2- to 3-page narrative report. In this report, the student must: (a) identify the software evaluated, its publisher, target audience, learning objectives (what the software attempts to teach), and	student with the assignment instructions) is used. The rubric correlates to the five criteria outlined above (a-e) and consists of a 5-point Likert scale from "excellent" to "fail." Spelling, grammar, and punctuation are considered in grading. The grade definitions developed by WC Liberal Arts are used in determining Likert scoring, i.e. "A" grades are reserved for work that is intelligent, complex, interesting and polished. The student has exhibited far-reaching abilities and exceptional talent and effort. Student performance demonstrates full command of the course materials and evinces a high level of originality and/or creativity that far surpasses course/assignment objectives. "B" grades are earned for work that is intelligent and interesting. The student					(3.) None:

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
		copyright date, (b) describe what the software does, including an objective depiction of the what the user sees and experiences, (c) explain ratings for each of the ten criteria on the scale, including specific examples that support the choice to check (or not check) each box under each heading, (d) explain the choice to deduct (or not deduct) points from the earned score due to issues of diversity and anti-bias, and (e) include a subjective evaluation of the software.	exhibits an above-average level of originality and/or creativity. Student performance demonstrates above-average comprehension of the course materials and exceeds expectations on most tasks as defined in the course/assignment objectives. "C" grades indicate satisfactory, competent work; work that is free of mechanical errors, is reasonably organized, and well developed but does not necessarily demonstrate originality of thought. Student performance meets designated course/assignment objectives and demonstrates understanding of the course materials at an acceptable level.					
Child Development	Recognize characteristics of anti-bias settings and materials to provide children opportunities to learn about and accept all forms	Students completed appropriate software assessment which address anti-bias and diversity in	Ability to identify and recognize appropriate anti-bias and diversity materials. Ability to evaluate	4	4	No Change	Consistently, provide students with opportunities to recognize, assess, and be informed on appropriate	(1.) None: (2.) None: (3.) None:

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
	of diversity, including gender, race, ability, cultural areas, age, and family style.	teaching. In addition, students created a lesson plan to address literacy and higher level thinking. Students also participated in class discussions on identifying books and classroom arrangement. As a result of these activities the students were able to make appropriate modifications in their lesson plan activity and their philosophy about anti-bias and diversity to meet the needs for all children.	software to meet anti-bias and diversity. Ability to make appropriate modifications to support an anti-bias and diverse classroom.				anti-bias and diversity resources.	

Spring 2008 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	Design and document program logic using such tools as flowcharts, and pseudocode.	Create a flowchart of the following problem: You require an algorithm to read in three values from a customer's bank account: the account balance at the beginning of the month, a total of all withdrawals from the account for the month, and a total of all deposits into the account during the month. A federal tax charge of 1% is applied to all transactions made during the month. The program is to calculate and print the account balance at the end of the month.	1. Did the student use the correct flowcharting symbols? 2. Did the presented flowchart represent an algorithm that would solve the problem? 3. Did the student label the flowcharting symbols in an appropriate manner?	5	5	No Change	None	(1.) None: (2.) None: (3.) None:
Computer Information Systems	Demonstrate an understanding of building web sites with Dreamweaver, creating interactive content with Flash, generating web graphics with Fireworks,	After 12-weeks of software instruction, students were given 4 weeks to develop a web site from one of 3 categories: (1) a portfolio site to showcase work to potential	Assessment criteria included: file structure, site definition, CSS page layout, Flash navigation buttons, home page, Dreamweaver template, child pages, textual	7	7	No Change	It would nice if TCC could provide students web server space for uploading their final projects to the web.	(1.) Computer Technology / Software: Student web server access. (2.) None: (3.) None:

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
	incorporating vector graphics with FreeHand, and sharing and manipulating assets across the Macromedia suite.	employers; (2) a site developed to increase awareness of services provided by a non-profit agency; or (3) a business-related site.	content, images, links, behaviors, multimedia, validation, and publishing. A rubric was used to evaluate performance with each criterion evaluated on a 5-point scale: 5=Goal Achieved, 3=Goal Achieved With Errors, and 0=Goal Not Achieved.					
Computer Information Systems	Develop presentations suitable for professional purposes and understand the underlying functionality of presentation software.	Students prepare a presentation based on International travel research for a final project.	Presentation must be clear and concise. Proper format must be used for slide formation and transition must be applied to presentation. Pictures, Clips Art, and other objects must be used. Since this is an on-line class and students do not present in class they must provide narration and the speaker's notes can be used for that. All students used script in the speaker's notes.	35	33	No Change	I don't know what should be put here;	(1.) None: (2.) None: (3.) None:
Computer Information Systems	Create vector graphics for print production and web use using Adobe Illustrator.	Participate in an ad campaign by creating your own Coca-Cola vector artwork.	Students will demonstrate their knowledge of Live Trace and Live Paint tools. Students will explore the use of the symbol	10	10	One of the must appropriate assignments I have created. Specific criteria had to be met, but within that framework	This opportunity to learn and demonstrate proficiency was made possible because TCC continues to provide the BIT	(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>sprayer, pen tool, gradients, swatches, and color sets.</p> <p>Procedures:</p> <ul style="list-style-type: none"> • Go to the internet, Google "the Coke side of life" in the images category and study examples of vector art in that ad campaign. Use those images as your source of inspiration. • From the assignments area of Blackboard, download Coke Bottle.jpg and place it on a vertical, letter-sized Illustrator document, using CMYK color. • Use Live Trace to convert the bottle to vector art and the Live Paint Bucket tool to recolor the bottle. • Create your own symbols and use the Symbol sprayer to apply them to your artwork. • Use color sets from the swatches library to help coordinate your color palette. • Create additional artwork referring to tutorials on Blackboard. 			<p>students had to be creative and explore various tools and procedures that allow them to demonstrate that creativity. Some were more successful than others: 4 A's, 3 B's, 3 C's.</p>	<p>division with the necessary hardware and software, which is equivalent to what is found in the work environment. It is my hope that the college will continue to provide this support so that our students can earn a position in a very competitive job market.</p>	

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
			Required Elements: <ul style="list-style-type: none"> • A single large Coke bottle • Artwork that spreads like a fountain from the top of the bottle. • The slogan "the Coke side of life" must be used. Use Adobe Garamond semi-bold for "Coke" and Ariel for the remaining type.					
Computer Information Systems	Use a spreadsheet to express, analyze, and solve business-related problems.	Students created a worksheet analyzing the percent increase in sales from one year to the next. A chart was created to reflect the percentage visually. Apply conditional formatting in the data sheet.	Percentages should be figured using the correct formula and the cell should be formatted appropriately to reflect percent and two decimals. Also, conditional formatting should be applied in the actual sheet containing the data.	17	13	No Change	No action plan necessary	(1.) None: (2.) None: (3.) None:

Spring 2008 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 individualized dental health education and assist patients in achieving and maintaining optimal oral hygiene	Students must provide oral hygiene instruction for each patient they treat. The oral hygiene instruction that the student is planning on teaching is written on the patient's treatment plan and discussed with the instructor prior to teaching the patient.	Students must treatment plan for specific oral hygiene instructions and teach them to the patient. The instructor must sign off on the treatment plan and the clinical evaluation form. The student must also document in the patient's treatment record what patient education was taught and what products were given to the patient.	12	12	No Change	No action is needed at this time	(1.) None: (2.) None: (3.) None:

Spring 2008 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	Effective writing: Use appropriate techniques to communicate ideas in a unified and coherent manner.	Given six (6) Literary Terms (Hyperbole, Alliteration, Personification, Metaphor, Onomatopoeia, and Symbol) the students were instructed the meanings of these terms. The students were also provided examples of each term. The class was then divided into small groups. Each group was given one of the Literary terms. As a group they were to provide an example and illustration for each term. Each group then presented their term to the class.	I checked to make sure each student understood the terms. The groups then presented their terms with an example and illustration to the class. Attendance was essential for this project.	16	16	No Change	Additional computer programs that covered Literacy terms would be helpful.	(1.) Professional Development - External: Computer software would be beneficial (2.) None: (3.) None:
Developmental Studies in Communication	Informed discussion: Articulate an understanding of a variety of materials.	Activity was a small group discussion of health issues that affect college students. To prepare for the exercise, students read a chapter in the text, attended two science seminars, participated in a	Students were evaluated based upon how well they supported their discussion, presentation, and report with information obtained from the presentations and from the textbook. Support of the activity must be	38	32	Since this activity worked better with the evening class who were able to work through the exercise in a single class session, I will give my day class more time--3 class sessions instead of 2. I will also	Student Activities, Health Services, and the Fitness Center should continue to provide informative presentations for students. These presentations should be provided at times that will serve both day and	(1.) Academic Support Labs: (2.) Guest Speakers / Field Trips: (3.) None:

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
		Lunch & Learn session presented by the campus nurse and the director of the Fitness Center, and were involved in a class discussion and lecture. The class was divided into small groups of 3 to discuss these issues and to prepare a short group report to reflect the content of their discussion consisting of a list of health issues that threaten student success along with causes, effects, and prevention. In the next class meeting, each group was responsible for presenting the results of their discussion to the class.	documented as to which source was used to develop the presentation, but primary sources of personal experience were also acceptable. Each student was evaluated on participation in the discussion and presentation. Groups were also assessed based on the number of issues discussed and the content level of the discussion of each issue. Two Strategies classes were assessed--one evening class and one day class. The evening students took the activity more seriously and met all criteria more consistently.			try to balance out groups by placing mature and serious students into each group rather than allowing them to work together. I will also try to arrange more professional health related presentations for my day class (many of whom were unable to attend the science seminars in the evening) and arrange more campus speakers for my evening class (many of whom were unable to attend day campus presentations).	evening students. The Writing Center could provide more options for tutoring and workshops on presentations if there were more tutors available.	
Developmental Studies in Communication	Informed discussion: Articulate an understanding of a variety of materials.	As part of a thematic reading chapter involving technology readings, students were asked to read Chapter 1 of George Orwell's 1984, from an online source, and to engage in an online discussion of details that set a mood and aroused	The discussion was assessed by using the following criteria: 1. Ability to explain the importance of the chosen short passage 2. Ability to respond in substantive way to classmates' postings	14	10	No Change	No new action is required although the college needs to continue providing strong support of developmental English courses.	(1.) None: (2.) None: (3.) None:

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
		suspense. Students were also required to interact with one another by responding to at least two classmates postings.						

Spring 2008 Economics Assessment Report

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
Economics	Calculate a real value by adjusting a nominal value for a change in the price level.	Students were given an assignment which contained a problem on the Quantity Theory of Money (MV=PT) and we required to adjust a nominal value of income to a real value of purchasing power based on data provided in the question.	The assessment was considered successful if the student could calculate the correct numerical answer. The assessment was considered unsuccessful if the student calculated the incorrect numerical answer.	18	16	No Change	None required.	(1.) Student Advisement / Placement: Students need better math skills before entering TCC. (2.) None: (3.) None:
Economics	Calculate a real value by adjusting a nominal value for a change in the price level.	Question on Exam II - Each student must convert a given nominal GDP value to the real GDP value by use of a given price index.	Assessment of student performance is by the the student providing the correct answer.	29	23	No Change	Due to the high success rate there is no need for institutional action.	(1.) None: (2.) None: (3.) None:
Economics	Calculate a real value by adjusting a nominal value for a change in the price level.	Questions 4 & 5 on test 2! ____ 4. If a dozen eggs cost \$.20 in 1950, when the CPI was 24.1, and cost \$.80 in 2002, when the CPI was 179.9, what was the real price of the eggs in 1950, adjusted to the 2002 price level? a. \$.07 b. \$.11 c. \$.80	Correct answers generally assume knowledge of the material - there is always the "lucky guess" when it comes to multiple choice.	64	42	No Change	Perhaps students could be required to take a "Success in College" course before attempting any serious college courses?	(1.) None: (2.) None: (3.) None:

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
		<p>d. \$1.49</p> <p>_____ 5. If a color television cost \$500 in 1966, when the CPI was 32.4, and cost \$200 in 2002, when the CPI was 179.9, what was the real price of the television in 2002, adjusted to the 1966 price level?</p> <p>a. \$200 b. \$36 c. \$1246 d. \$2776</p>						
Economics	Illustrate on a graph how a free market arrives at equilibrium price and quantity.	Students were asked to complete a case project in which they compare the effects of taxes on a price elastic product (an SUV) and a price inelastic product (gasoline). Students were asked to show the effects of the two taxes on supply and demand on a graph and the resulting change in equilibrium price and quantity.	To successfully complete the assessment, students must show that a tax has the effect of decreasing supply and raises prices. In the case of gasoline which is price inelastic they should show that the burden of the tax falls primarily on the buyer while in the case of the SUV which is price elastic the burden of the tax falls on the seller.	20	3	In the future, I will make my instruction clearer and perhaps in the assignment I will point to the section of the book in which the subject is covered. Many of the students apparently did not understand the exercise and missed some of the main points of the exercise. Most of the students incorrectly determined that the tax would shift the demand curve instead of the supply curve. Most of the students did not consider the effects on supply	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
Economics	Calculate a real value by adjusting a nominal value for a change in the price level.	Exam question that asks students to calculate both Nominal Gross Domestic Product and Real GDP for two different years.	A majority of students should be successful in answering this question.	19	17	and demand of price elasticity. No Change	No institutional action is needed.	(1.) None: (2.) None: (3.) None:

Spring 2008 English Assessment Report

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
English	Scholarly Research: To present appropriate evidence from primary and secondary sources.	Students will write an eight to ten (8-10) page policy proposal argument as a formal research paper, using research data for development and support. Students will propose a solution to solve a major social, economic, or political problem affecting the common good.	<p>Writing Situation (15 pts possible)</p> <p>Essay Purpose – essay addresses assigned purpose – proposal argument: problem identified and solution proposed (all pts lost if purpose not met)</p> <p>Topic – narrowed appropriately for an 8-10 page essay</p> <p>Page Count – page count (8-10) requirements met (all pts lost if over or under)</p> <p>Page Formatting – MLA style header, page numbering, & margins</p> <p>Thesis Statement (5 pts possible)</p> <p>Subject & Focus – identifies the problem and solution (claim)</p> <p>Clarity – intended meaning is clear and easily understood; sentence is</p>	8	5	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
			formed correctly					
			Organization (10 pts possible)					
			Structure – includes problem description, solution description, justification of solution, alternative views					
			Paragraph Development – sufficiently developed around a clear organizing principle					
			Paragraph Topic Sentences – relate back to the overall essay purpose (thesis)					
			Transitions – words & phrases guide reader logically through the argument; remind reader of overall essay purpose					
			Introduction & Conclusion – strong & effective; intro includes background info if needed					
			Content & Evidence (35 pts possible) Sufficient, Typical, Accurate, & Relevant					

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
			<p>–specific examples and illustrations; gave the argument presence and emotional resonance</p> <p>Description of Problem – background of the problem was sufficient to identify the problem and previous attempts to solve the problem; addressed the depth, range, and potential seriousness of the problem</p> <p>Proposed Solution – specifics of your proposed solution were clear and logical –solution was feasible; sufficient details showed how the proposal would solve the problem (partially or wholly) Justification – justified that the proposal would work and wouldn't cost too much; rejected alternative way of solving the problem; details demonstrated the feasibility of your solution</p>					

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
			<p>Alternative Views – summarized & refuted opposing views; details addressed concerns of the readers</p> <p>Use of Source Material – limited use of direct quotes; relied primarily on paraphrase/sum mary</p> <p>Integration of Sources – appropriate use of signal phrases; borrowed material connected with author's text (examples highlighted as stated in assignment directions)</p>					
			<p>Audience – evidence appropriate for identified purpose and audience</p> <p>Sources – minimum of 5 credible source</p>					
			<p>Documentation of Sources (12 pts possible) (correct usage & punctuation expected)</p>					
			<p>Parenthetical Reference – used and punctuated correctly</p>					

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
			<p>Work Cited List Format – begun on new page, alphabetical, hanging indent, double-spaced</p> <p>Works Cited Citations – appropriate information included in the correct order; no blue URLs</p> <p>Credibility of Sources – met credibility standards; can be verified</p>					
			<p>Expression (8 pts possible) Clarity – the meaning of sentences is clearly understood; words are chosen and used effectively</p> <p>Voice – appropriate voice: 3rd person (use of 2nd person results in all points lost, except in the case of direct quotes) Audience – evidence backed claim without being offensive; diction & tone designed to gain sympathy for more than one</p>					

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
			<p>view Contractions – no contractions used (except in the case of direct quotes)</p>					
			<p>Mechanics (5 pts possible) Sentence Formation – no comma splices, run-ons, fragments, errors in parallelism</p>					
			<p>Grammar – subject-verb agreement, pronoun-anteced ent agreement, correct word forms, commas, shifts Mechanics – spelling, punctuation, capitalization</p>					
			<p>Overall Effect of the Essay (10 pts possible) The attributes of an essay (such as organization, content, evidence, expression, and mechanics) are interwoven – making the final composition more than the sum of its pieces. This criterion addresses the ability of the essay to engage the reader, its smoothness and</p>					

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
English	Critical Reading: Analyze and evaluate increasingly complex readings while considering community and global contexts.	Read and discuss themes in August Wilson's play Fences.	ease of reading, and the "Wow" factor. Ability to identify and discuss both literal and metaphoric fences in the reading.	14	12	No Change	No institutional action is required.	(1.) None: (2.) None: (3.) None:
English	Critical Reading: Analyze and evaluate increasingly complex readings while considering community and global contexts.	I gave a multi-level assignment designed to give students a definition of practice in, and writing application outcome of critical reading skills. To this end, students were assigned a pre-reading hand-out on critical thinking. This reading defined it, gave examples of it in problem solving situation and actual event. The reading also demonstrated how process works in a liberal arts and a science model. Each model used in class addressed a situation affecting a larger community, national and	Both readings were followed by a series of questions that asked students to evaluate the readings in terms of subjectivity vs. objectivity, use of support and style, point-of-view, and organization. As a second outcome, students came prepared to class with talking points and then as a third, were asked to answer a written question evaluating the points above on the Discussion Board in Blackboard Site.	7	5	No Change	An institution-wide use of shared critical thinking terminology such as that found in Facione and Facione Holistic Critical Thinking Scoring Rubric would be helpful both in terms of establishing definitions for discussions of the relationship of critical thinking process and reading and in terms of establishing guidelines for evaluating this process in core fields. By using shared terminology and guidelines the Institution would be able to establish consistency that would be maintained from campus to campus. This consistency would also	(1.) Academic Support Labs: (2.) Improved Communication: (3.) None:

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
		<p>international.</p> <p>I assigned two readings on memory, each with a different approach to the definition and discussion of the way memory works. One reading seems to emphasize memory from a subjective standpoint because it begins with anecdotal information, but as the essay progresses a solid case can be made that a great deal of objective information is included as well. The second essay approaches memory in terms of the way in which the brain works. Like the first essay, this one seems to be something it is not. In the beginning the essay appears to be strictly "factual," objective, but as the essay progresses, it calls into question standard definitions of these terms even as it informs the reader of the inner machinations and</p>					<p>ensure TCC students' ability to align with standard vocabularies of analysis and evaluation.</p> <p>Below is Facione and Facione model, which has been brought to my attention by Penny Colglazier, CTI:</p> <p>Holistic Critical Thinking Scoring Rubric</p> <p>Facione and Facione</p> <p>4. Consistently does all or almost all of the following:</p> <p>Accurately interprets evidence, statements, graphics, questions, etc.</p> <p>Identifies the salient arguments (reasons and claims) pro and con.</p> <p>Thoughtfully analyzes and evaluates major alternative points of view.</p> <p>Draws warranted, judicious,</p>	

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
		<p>chemical reactions of the brain. Students must think critically initially to analyze each and finally to evaluate and establish a context for both essays.</p> <p>An in-class exercise for this activity on Paraphrase and Summary tailored for each discipline was the initial outcome of this critical reading project.</p>					<p>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>Draws warranted, non-fallacious conclusions.</p> <p>Justifies some results or procedures, explains reasons.</p> <p>Fair-mindedly follows where evidence and</p>	

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

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
							<p>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> <p>Regardless of the evidence or reasons, maintains or defends views based on self-interest or preconceptions.</p> <p>Exhibits close-mindedness or hostility to</p>	

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
English	Critical Reading: Analyze and evaluate increasingly complex readings while considering community and global contexts.	Read and respond to in-class questions over the assigned essay: "How Do You Know It's Good?" Marya Mannes	Objective vocabulary test for knowing and comprehension. In class questions focused on application, comprehension, analysis and sythesis. I was unable to evaluate the objective component because I set up the parameters incorrectly in BB. In class, while some of the answers were incorrect or not well articulated, the thinking process, using the Socratic method of questioning resulted in a dynamic interactive session. No one said, "I don't know." Everyone kept working toward an answer.	13	12	Make sure the BB section is set up appropriately.	I don't have a good method of assessing an in-class activity that is dynamic. If English faculty could collaborate on a process that efficiently assesses discussion (while in the midst of the discussion), I would feel more confidence in what I'm doing.	(1.) None: (2.) None: (3.) None:
English	Critical Reading: Analyze and evaluate increasingly complex readings while considering community and global contexts.	For the poetry explication, choose one poem and explicate it in its entirety. Analyze the poem line by line with the purpose of illuminating its	The student demonstrated understanding of the elements of literature (i.e. imagery, tone, personification). The student demonstrated	4	4	No Change	Continue to evaluate new textbooks and anthologies for those that offer students challenging and relevant readings including both	(1.) Student Advisement / Placement: (2.) Textbook Selection: (3.) None:

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
		text for other readers.	understanding of how the elements of literature comprise the theme of the poem in its entirety (how the parts comprise the whole). The student demonstrated understanding of how each line of the poem contributed to the whole. The student presented to his or her audience, the readers, how the poem significantly contributes to the individual reader and to the human experience as a whole.				literature and non-creative texts such as essays and opinion pieces.	
English	Scholarly Research: To present appropriate evidence from primary and secondary sources.	Full Research paper with full documentation and use of scholarly research	Must be able to demonstrate comprehension and understanding of scholarly material and synthesize the research into a cohesive discussion utilizing the research.	30	15	Few of these freshman know how to read or are willing to try to read scholarly material. Next term, before the term paper, I will assign a small writing assignment, giving them the research in advance and ask them to read it, find the pertinent information, and to synthesize that information into a piece of formal writing.	All academic courses should require a formal term paper which will involve scholarly research.	(1.) LRC / Library Resources & Services: (2.) None: (3.) None:
English	Critical Reading:	Writing Exam 2 -	Students were	12	7	Next time, I	Continue	(1.) None:

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
	Analyze and evaluate increasingly complex readings while considering community and global contexts.	Determining the Line of Reasoning- in class discussion practice	asked to read an essay and determine the author's line of reasoning. Prior to writing, the students were assigned the article "A Brain Too Young for Good Judgment" to practice finding claims and subclaims in class. During this class discussion activity, students were required to present their ideas in a group format so that I could get an idea of their reading ability, and their critical thinking skills			might choose a different article or do a worksheet of questions to help the students understand what they are looking for.	providing writing tutors and encourage critical reading and writing among the disciplines.	(2.) None: (3.) None:
English	Informed Discussion: Articulate critical responses to a variety of works.	Students read "The Human Cost of an Illiterate Society" by Jonathan Kozol. They participated in a discussion on the Blackboard site as well as in-class discussions of the essay. The discussion board question follows here: According to Kozol, how does illiteracy undermine democracy in the US? Do you agree with him? Provide specific reasons for your answers. The	The students received a rubric showing them how the assignment would be graded for the discussion on BB. That rubric indicated to the students they would be graded on clarity of ideas and expression, specific ideas included, effective word choice, proper grammar and sentence structure, for example. In addition, to further the critical thinking	22	19	I will spend additional time in the next class on how to respond to a discussion question or prompt. The students will participate in a practice discussion on a topic. I will then give them the rubric I would have used if the discussion had been graded. We will go over the rubric, and the students will participate in another discussion knowing the same rubric will	Provide staff development workshops on topics related to teaching, especially on critical thinking. Allow faculty more opportunities to attend professional conferences. Lower the class limits in Comp I and Comp II to enable faculty to provide more extensive and comprehensive feedback. Purchase Waypoint Outcomes program for	(1.) Professional Development - External: (2.) Academic Support Labs: (3.) Computer Technology / Software:

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
		goal of informed discussion, an English goal, was paired with critical thinking, a TCC gen ed goal for this assessment. In order to respond effectively to the discussion prompt, students must think about the topic carefully and recognize the main points of the essay.	portion of this assessment, the students participated in an in-class discussion for which they brought articles they had found relating to literacy in the US. Besides discussing the topic of Kozol's essay, we discussed the evaluation of the articles each student found.			be used in grading their responses. I will also spend time early in the class to discuss evaluation of website materials.	assessment and feedback.	
English	Critical Reading: Analyze and evaluate increasingly complex readings while considering community and global contexts.	Students were asked to analyze a poem. I taught them a ten step process for understanding and analyzing poetry. Steps one through eight encouraged the acquisition of the language of the study of literature. For instance, students were asked to identify all figures of speech as well as rhyme scheme, poetic structure, and to scan the poem. Question nine required students to articulate the theme of the poem, and question ten asked them to explain how all of the parts of the poem, i.e., all	Students demonstrated successful critical reading when they were particularly successful with questions nine and ten. In question nine, successful students were able to see connections between their readings and larger social issues . They were able to articulate themes that touched on a broader human experience. Successful answers to question ten were answers that were a.) able to point to specific literary devices rather than speak vaguely, and b.)	6	6	No Change	I would prefer a different literature textbook.	(1.) None: (2.) None: (3.) None:

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
English	Informed Discussion: Articulate critical responses to a variety of works.	the figures of speech, the poetic structure, and its rhyme and rhythmic characteristics added up to create that theme. As part of their study skills course, students were asked to read a short story that involved a murder mystery. They were to pay close attention to details and locate one clue to the murder. Then they were to quote the passage and discuss the clue by using the Blackboard discussion board. They were also required to respond to classmates' postings.	determine the consequence of the literary device on the entirety of the poem and on the poem's reader. Unsuccessful answers would have been very vague, general statements and never would have gone beyond such superficial discussion of the poem's topic. The assessment was evaluated by using the following criteria: 1. ability to explain the clue selected 2. ability to interact in online discussion format with classmate's who had posted responses on different related points.	11	9	No Change	No action needs to be taken.	(1.) None: (2.) None: (3.) None:
English	Critical Reading: Analyze and evaluate increasingly complex readings while considering community and global contexts.	This assessment is part of the pilot combining Gen. Ed.: Critical Thinking with ENG: Critical Reading. The student is	In the second body paragraph of the essay, the student uses as supporting evidence at least one relevant quotation from	24	16	No Change	TCC should formally assess reading competencies of all students.	(1.) Prerequisites / Curriculum: (2.) Changes in Procedures: (3.) None:

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
English	Critical Reading: Analyze and evaluate increasingly complex readings while considering community and global contexts.	required to read for knowledge, analysis, and application one thematic chapter of essays from the required reader. The student must then prepare an essay arguing a specified subject related to the theme of the chapter. Relevant quotations from the chapter must be used as logical supporting evidence in each body paragraph of the essay. For this assignment, you will select one of the following "The Yellow Wallpaper," "A&P," or "A Rose For Emily" to explore in a 2-3 page literary analysis. Your literary analysis should make and support an original thesis in which you explore some aspect of the story with fresh perspective. Your thesis should address the literary school of thought through which you are analyzing as well as your hypothesis regarding the	the required source; the quotation logically supports the claim made in the paragraph. Students were assessed on their ability to effectively formulate and support a thesis in a college level essay regarding their understanding of their chosen story. The following is the rubric used. The rubric focused quite heavily on the mechanics of their writing since it was an early semester assignment, but without critical reading, the entire paper would be incorrect because they would not have an effective thesis	34	25	I will focus the assignment even further, giving more initial instruction and fewer choices. This assignment was completed at the beginning of the semester. On the final critical reading/essay, my pass rate was higher. I will also readjust the rubric to focus more on the critical reading aspect.	I think professional development in the area would be great.	(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>story. The essay needs to include ample evidence from the story in the form of integrated quotations to support your thesis. As with any literary analysis, the essay should be written in present tense. You will be expected to use MLA format and include a Works Cited page.</p> <p>Research is not required but must be cited if it is used.</p> <p>Be sure to do the following: ? Use the MLA paper format without title page (but with a title) ? Provide explicit thesis and topic sentences ? Locate the thesis is the last sentence in the introduction. Review strategies for introduction and conclusions ? Use third person (no first or second person) ? Include a Works Cited page with one source from an anthology ? A minimum of</p>	<p>statement.</p> <p>I. Format Value: _____ of 3 points a. Title page (title is not the title of the short story) b. Double-spaced & appropriate font c. One-inch margins d. All pre-writing material present e. Evidence of editing</p> <p>II. Paper Value: _____ of 40 points a. Introduction Value: _____ of 5 points i. Introduces author of text ii. Introduces title of text iii. Gives indication of time period associated with text iv. Provides a clear thesis statement b. Body Value: _____ of 30 points i. Topic sentences relate to and support thesis statement ii. Information within paragraph supports topic sentence iii. Evidence from the text is relevant to topic sentence iv. Direct quotes have</p>					

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
		<p>three full pages, one-inch margins, in 12-point Times New Roman</p> <p>NOTE: This does not include the Works Cited.</p> <p>Step One: Look back over the Practice and Preparation assignments and do other prewriting in order to develop a focus.</p> <p>Step Two: Formulate a solid thesis question and then answer that question in order to develop a thesis statement. Remember your thesis should address both the literary school of thought as well as your analysis. A good sample thesis question would be: What is revealed about the character and motivation of (character) when observing her through a Freudian lens? Your one sentence answer to that question would become your thesis statement.</p> <p>Step Three: Brainstorm and look back</p>	<p>introductions</p> <p>v. Direct quotes, paraphrases, and summaries are correctly documented in MLA format</p> <p>vi. Transitions are appropriate and move the reader through the paper</p> <p>c. Conclusion</p> <p>Value: _____ of 5 points</p> <p>i. Restates the thesis</p> <p>ii. Does not summarize the paper</p> <p>iii. Does not include "In conclusion" style statements</p> <p>iv. Applies understanding of the literature to the greater world</p> <p>III. Works Cited: _____ of 7 points</p> <p>a. Is correct in every way (spacing, order, punctuation)</p> <p>IV. Grammar and Style Value: _____ of 10 points</p> <p>a. Written entirely in present tense</p> <p>b. Contains no sentence fragments or run-on sentences</p> <p>c. Avoids contractions</p> <p>d. Avoids use of the first</p>					

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
		<p>through the story marking passages which support your formulated thesis.</p> <p>Step Four: Determine your organizational structure and begin drafting.</p> <p>Grading:</p> <ul style="list-style-type: none"> • Practice and Preparation Assignments-30 points • Rough Draft/Peer Review-10 points • Final Draft-60 points 	<p>person e. Is properly punctuated f. Contains no misspelled words g. Well-written sentences vary in length h. Language is appropriate to subject and course</p> <p>V. Prewriting: _____ of 40 Points</p> <p>a. Practice and Preparation I _____ of 10 points</p> <p>b. Practice and Preparation II _____ of 10 points</p> <p>c. Practice and Preparation III _____ of 10 points</p> <p>d. Rough draft and peer review _____ of 10 points</p> <p>Bonus Points _____</p> <p>—</p> <p>Total Points:</p>					
English	Informed Discussion: Articulate critical responses to a variety of works.	Students read assigned short stories and poems; then, students answer questions from the literature	Students should discuss the work of literature, avoiding plot summary, in proper format for literary analysis.	38	38	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
		textbook and also write "journal entries" over the literary works. While the grading here is "content" based, students work toward proper literary analysis format. Handouts from the Instructor guide students.	(No use of first or second person, correct use of quoted text to support student statements, no use of informal language.)					

Spring 2008 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 a basic understanding of the hazards associated with many materials, systems, and processes.	The students were asked to identify the primary components involved in the fire's behavior in the Mann Gulch incident, and to discuss and analyze how the fire's behavior contributed to the the thirteen firefighter fatalities that resulted.	Students' answers to this question were scored to determine whether they could intelligently discuss the fire behavior in the incident and how it affected the incident's outcome. Answering the question required critical thinking, analyzing appropriate information available in multiple articles on the incident, making inferences from that material, conducting research into the subject on the Internet, synthesizing related and fragmented material on the subject, and forming logical conclusions.	18	13	No Change	This assessment was conducted early in the course. The students' ability to engage in critical thinking and analyze information has improved since that assessment. I will 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.) Professional Development - External: Attendance of national fire service conferences is helpful in staying abreast of current developments and research in the area of fire science. (2.) None: (3.) None:

Spring 2008 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.	Students were assessed for critical thinking using an essay assignment. This assessment tool required students to think about, and then apply, what they were reading in the text to to some thought provoking questions.	Students were assessed based upon a grading rubric for essays. The following is the grading rubric that was used to assess the essays. Written communication (6 points possible) •Organization (3 points possible) Inadequate (0 points): There appears to be no organization of the essay's contents. Needs Improvement (1 point): Organization of the essay is difficult to follow, due to inadequate transitions and/or rambling format. Adequate (2 points): The essay can be easily followed. A combination of the following is apparent: Basic transitions are used; a structured format is used. Professional quality (3	36	30	No Change	It would be helpful if TCC provided more information on what assessment is and how it can be done. I think a majority of faculty have a basic understanding of what and how assessment can be done. However, there are so many different tools and methods out there that I believe our assessment could be more rich given some more knowledge about it.	(1.) Other: No need specified. (2.) None: (3.) None:

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
			<p>points): The essay can be easily followed. A combination of the following is apparent: Effective transitions are used; a professional format is used. •Mechanics and grammar (3 points possible) Inadequate (0 points): Sentences and paragraphs are difficult to read and understand due to poor grammar or mechanics Needs improvement (1 point): The essay contains numerous grammatical and mechanical errors. Adequate (2 points): The essay contains minimal grammatical or mechanical errors. Professional quality (3 points): The essay is clear and concise and contains no grammatical or mechanical errors. Content (9 points possible) Correctness of facts (5 points possible) Inadequate (2</p>					

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
			<p>points): Most facts are wrong. Needs improvement (3 points): Some facts are wrong. Adequate (4 points): Technical details are generally correct. Professional quality (5 points): All facts are correct, and the technical explanation is both concise and complete.</p> <ul style="list-style-type: none"> •Completeness (4 points possible) <p>Inadequate (2 point): Did not address some of the questions. Needs improvement (3 points): Addressed the questions, but left out some details. Adequate (4 points): Addressed all questions completely.</p>					

Spring 2008 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 explain geologic phenomena in terms of the natural forces or processes responsible for existence.	I assessed the ability of the students to identify geomorphic features produced by mountain glaciation. I used eight questions from the Glacial Processes and Landforms laboratory to assess this discipline goal.	<p>The ability of the student to identify geomorphic features produced by mountain glaciation 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 answer seven or eight questions.</p> <p>Two is the next level of performance. In order to get a two, the student had to correctly answer five or six of the questions.</p> <p>In category three, the student had to correctly answer three or four of the questions.</p> <p>In category four, the student correctly answered less than three of the questions.</p> <p>A student had to be in category</p>	37	35	35 of 37 students assessed successfully achieved the discipline goal. The two students that did not achieve the goal were absent during the classroom discussion on the geomorphic processes produced by mountain glaciation.	To enhance the teaching of geologic phenomena in terms of the natural processes that produced the features, it would be helpful if Tulsa Community College would provide adequate funding to enable the instructor to attend geological process seminars. Such seminars are sponsored by the National Science Foundation as Chautauqua Short Courses.	<p>(1.) Professional Development - External: Provide adequate funding to attend Chautauqua Short Courses sponsored by the National Science Foundation.</p> <p>(2.) None:</p> <p>(3.) None:</p>

**Discipline/
Program**

**Goal/
Competency**

**Assessment
Activity**

**Performance
Criteria**

**Number
Assessed**

**Number
Successful**

**Instructor
Action**

**Institutional
Action**

**Designated
Needs**

one to
successfully
achieve this
discipline goal.

Spring 2008 Geriatric Technician Assessment Report

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
Geriatric Technician	Perform the skills competencies required for this course: Personal care/bathing, dressing, oral hygiene, A.M. care, bedmaking, vital signs, restorative care including transfer and ambulation, range of motion, basic nutritional care/feeding, medical asepsis/sterile technique, hot and cold application, applying elastic hosiery, skin and wound care, interpersonal communication/interview process recording, care assessments, dysphagia, bowel and bladder training, catheter care, activity planning, dementia care, end-of-life care.	Multi-skills competency at the end of the course is used to determine student success. Students are given a random scenario with specific skills to perform. They must complete the skills with minimal error and must not leave out critical steps.	A skills check list is utilized for the assessment. The checklist has a step by step detail of how the skill is to be completed. Students who successfully complete the task without verbal cues from staff and who include all critical steps are considered to have completed the assessment satisfactorily.	7	7	No Change	Students in the NCP have limited access to the simulation mannequins. The student experience would be enhanced with more access to the mannequins. NCP and the lab coordinator have been discussing ways to make access more available. There is nothing specifically TCC can provide at this time.	(1.) None: (2.) None: (3.) None:

Spring 2008 History Assessment Report

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>The skills to be measured will be:</p> <p>1. The ability to solve historical problems. In regards to problem solving solutions, the student will demonstrate in a written essay, three skills inherent in historical problems. Those skills are what happened in an historical event or situation, why did the event or situation happen and what are the effects of the historical event or situation.</p> <p>2. The ability to make evaluative inferences based on careful observations. The student will demonstrate in the conclusion of a written essay, the skill of drawing an inference or general theme (i.e. based on properly explained observations in</p>	<p>Five levels of proficiency were used to measure how well each student demonstrated their application of the above described critical thinking skills.</p> <p>THE FIRST LEVEL OF PROFICIENCY means that the student demonstrated in his or her essay a thorough or full use of the basic elements of critical thinking as described above. The symbol of A represents this level.</p> <p>THE SECOND LEVEL means that the student demonstrated a general use of the above described critical thinking skills, but they lacked a full degree of their use in comparison to level one. The symbol of B represents this level.</p> <p>THE THIRD</p>	19	18	No Change	The institutional action should be to continue with the same teaching procedures that are now being employed in this course	<p>(1.) None:</p> <p>(2.) None:</p> <p>(3.) None:</p>

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
		<p>the body of the essay). The inference will be drawn from the solutions to the three problem solving questions of the what, the why and the effect of a given historical event or situation. In regards to resolving different interpretations that may be a result of the three skills, if the essay calls for it, the student will show an ability to synthesize separate views.</p>	<p>LEVEL means that the student demonstrated a use of the above described critical thinking skills, but they lacked a significant degree of completion in the measurement of those abilities in comparison to level one. The symbol of C represents this level.</p> <p>THE FOURTH LEVEL means that the student did not demonstrate, in an adequate manner, a use of the above described critical thinking skills. In this category, the student left out important skills or their attempt at using the skills was inadequate and there was very little measurement of the mastery of them at all. The symbol of D represents this level.</p> <p>THE FIFTH LEVEL means that the student did not demonstrate, to any degree, the use of the three effective communication skills. In this category, the student was</p>					

**Discipline/
Program**

**Goal/
Competency**

**Assessment
Activity**

**Performance
Criteria**

**Number
Assessed**

**Number
Successful**

**Instructor
Action**

**Institutional
Action**

**Designated
Needs**

generally inept in the use of the skills and there was no measurable degree of mastery of those skills. The symbol of F represents this level.

Spring 2008 Human Services Assessment Report

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
Human Services	Understand basic problems and principles of human experience and behavior.	Take-home exams with 50 objective questions and two essays each x 3 exams. Assessment will include one day section, one night section and one Fast-Track section.	Average of 75% on all exams meets average or above on this competency.	30	26	No Change	Day students had the most difficulty meeting the assessment criteria. The institution might consider ways to increase use of FACET and support centers for writing essays (for exams) and study skills.	(1.) Academic Support Labs: (2.) None: (3.) None:

Spring 2008 Humanities Assessment Report

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.	Exam question: The 18th century was a contradictory age in which different artistic styles appealed to people of different social classes who had different ideas and values. What do the three attached works of art say about these differing ideas and values? To whom would each appeal, and why?	1. Correctly identify the styles of the three paintings (Social satire, Rococo, and Neo-Classicism) 2. Correctly identify who the audience would be for each style 3. Be able to describe the appeal of each style to its audience, and explain why it would have appealed to them	23	20	I would add another facet to the question: Name some historical figure (not an artist) to whom each style would have appealed.	None required	(1.) Media Resources: (2.) None: (3.) None:
Humanities	Analyze a specific creative form of expression	The students were directed to research 3 historical persons (Becket, Henry II & Eleanore of Acquitaine) before they watched and critiqued the historical movie Becket. Their reactions were based on a contemporary review to a current movie.	The students wrote a take-home essay movie reaction that incorporated different aspects of their research and guided movie questions.	8	7	In the assignment for next time, I want them to also address how this historical movie enhanced their understanding of the middle ages.	Update the sound equipment in the film/lecture room at Metro Campus.	(1.) None: (2.) None: (3.) None:
Humanities	Demonstrate relationships among the arts, society and its cultural context.	Students were to analyze films to determine whether or not Hollywood supports or	For this goal, I wanted students to demonstrate the relationship between the art of film and	17	15	No Change	Continue updating the LRC film 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
Humanities	Demonstrate relationships among the arts, society and its cultural context.	undermines American cultural values. They would then write an essay on the topic. Students were to write an essay on the changing values in American Society as seen in a series of films about the West. They were to trace the growing acceptance of on-screen sex and violence and discuss how the changes came about and why.	American society. To be successful, students had to define at least one direct tie between art and society. First the students had to note that changes had indeed come about in the level and intensity of on-screen sex and violence. They needed to identify the specific changes in three different films chosen by the instructor. They then had to cite at least two social reasons for the changing attitudes.	15	15	No Change	none	(1.) None: (2.) None: (3.) None:

Spring 2008 Interior Design Assessment Report

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
Interior Design	Identify different periods of furnishings and architecture from the 15th century to contemporary work.	Tulsa has a rich Art Deco history so I asked my students to look around town and find a building that has architectural elements representing the Art Deco style.	The students had to identify a building of the Art Deco style, take a picture of the building and post the picture as well as a description of the history of the building and the Art Deco elements on the discussion board.	18	18	No Change	No action.	(1.) None: (2.) None: (3.) None:

Spring 2008 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 understanding of the culture(s) associated with the target language.	Students read a passage in their textbook regarding a French cultural aspect: in that case "on verbal communication". We discuss the reading in class. On their test they have 5 multiple choice questions regarding this cultural aspect. Sample question: Why should you not expect a French cashier to smile at an American customer in a store? a. French people do not like Americans very much. b. The cashier wants to snub the American customer. c. Strangers do not normally smile at each other very much in France.	Each correct answer is worth a point, 5 points total. Students who can answer 3 questions appropriately are considered successful	10	9	No Change	Even though most students were successful, additional CD-Roms, DVDs and specific cultural texts are needed. Professional conferences such as ACTFL and TOEFL held nationally are essential for the professor to gain new knowledge in workshops and break-out sessions. The vendors of area specific texts and media are also at these conferences. International campuses also allow students an opportunity to experience culture hands-on. Unfortunately not every student can afford the International campuses.	(1.) Professional Development - External: The instructor needs to attend at least one national language conference to exchange ideas with other professionals on how to teach culture and to keep abreast in the target language (2.) Media Resources: purchase more CR-Roms and DVDs that emphasize cultural differences (3.) Guest Speakers / Field Trips: Provide financial aid/ scholarships for students to participate in International campuses.
International Languages	Have a measurable understanding of the culture(s) associated with the target	In this advanced Italian course, students were very active in reading authentic texts by famous	Students in Italian 2213 were able: To read the Italian text and understand the	9	9	No Change	Students have a need to be exposed to the latest authentic language in all of its sources. This	(1.) None: (2.) None: (3.) None:

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
	language.	Italian authors and responding to questions about cultural differences and writing essays in Italian.	subtleties To respond to comprehension questions which compared various aspects of Italian culture and American culture which included the use of transportation, the custom of living with parents until marriage, the passing of free time, and even kidnapping as form of terrorism To write essay responses which proved the understanding of the Italian culture by the students				is accomplished by subscribing to oral magazines such as "Acquarello" which includes CDs for in class comprehension of contemporary topics, the accessibility to the latest in technology delivery which is through Wimba or similiar system, and to have the full-time TCC Italian faculty be able to attend the annual ACTFL Conference (American Council of Teachers of Foreign Languages) at which Italian resources, Italian professors, and vendors are available for presentations and demonstations of the latest and most effective trends in language learning.	

Spring 2008 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 were given a choice of three ASL stimulus materials. They were to pick one and reproduce it using the same grammar, space, non-manual signals and pausing and phrasing on camera.	Teacher graded rehearsed story using a rubric for the following criteria: sign production, use of space, eye gaze, brow/eye movement, and mouth movements.	7	7	No Change	Support the Interpreter Education program with technology and training, so that instructor feedback of video work can be uploaded to the internet or Blackboard. Students can see a videostreamed version of their sign language work with instructor comments.	(1.) None: (2.) None: (3.) None:

Spring 2008 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	Use sources of marketing information for basic market research and forecasting.	Market research project to determine demographic characteristics of Generation Y.	Find 20 demographic elements relevant to Generation Y. These elements include characteristics such as age, gender breakdown, birth eras, income levels, educational attainment levels, religion affiliation, ethnic background, etc.	70	64	No Change	Plan to continue this research project.	(1.) Media Resources: market research materials and periodicals (2.) None: (3.) None:
Marketing / E-business	Use sources of marketing information for basic market research and forecasting.	Go to www.gijoe.com (or www.hasbro.com) and www.barbie.com. Which of these organizations has done a better job of lifestyle marketing? What can you tell about personality from visitors to these sites? How do the sites use fantasy to their advantage? How have the two sites tried to update their products to meet modern needs? How has the G. I. Joe site dealt with violence (or	Students must visit the website and research. Students must write a paper based on their findings.	18	18	No Change	TCC should continue to maintain the best technology for 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**

the aversion to it)? Evaluate the Barbie Web site's ability to allow a customer to design his or her own doll? What do you think of the customization feature? What do you project as the future for these two product groups?

Spring 2008 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.	Free Response	Free Response	29	25	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	Instructions: For the following problem, show all work done. Be thorough and clear about what your answers	Grading Rubric: 1. Did the student know to use three equations with three variables?	14	8	I will try to do a better job of presenting the material next time.	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
	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.	and conclusions are. A calculator may be used for the calculation step only. All other steps should be written, if necessary. Problem: Ron attends a cocktail party. He wants to limit his food intake to 119g protein, 113g fat, and 150 g carbohydrate. According to the health conscious hostess, the marinated mushroom caps have 3 g protein, 5g fat and 9 g carbohydrate; the spicy meatballs have 14 g protein, 7 g fat and 15 g carbohydrate; the deviled eggs have 13 g protein, 15 g fat, and 6 g carbohydrate. How many of each snack can he eat to obtain his goal?	2. Did the student write the correct system? 3. Did the student write the correct matrix that corresponds with the system he/she wrote? 4. Did the student correctly find the row-reduced form of the augmented matrix based on the matrix he/she wrote? 5. Did the student correctly interpret the solutions in the context of this problem? If a student gets three out of five correct then the student has had success					
Mathematics	Goals 1,2 & 3: (1) Demonstrate knowledge of the interrelationship between college algebra mathematics and other subject	I divided the class into two groups. A problem was assigned to each group which related to goal #3 (Recognize,	Each group was to analyze and sketch a graph of a particular function and present the graph to the class. Points	5	5	No Change	None	(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
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>	<p>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). Each group presented their problem to the class.</p> <p>open ended</p>	<p>from 1-5 were given based on the characteristics and properties the group was able to describe to the class about the function. A group was successful if they earned 4-5 points.</p> <p>free response</p>	40	25	No Change	none	<p>(1.) None: (2.) None: (3.) None:</p>

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
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>	<p>Open-ended. The assessment consisted of a written problem that required the student to analyze and write a system of equations to solve. After writing the system, the student needed to solve the system by using an algebraic method or using a matrix with the calculator. Interpretation of the answer was the important conclusion to the activity.</p>	<p>Open-ended. This assessment was based on 5 points; 3 or more is considered successful. A point was given for completion of the these points: 1) use of 3 variables; 2) use of correct system of equations; 3) use of correct matrix; 4) solution of matrix; 5) correct interpretation of the solution.</p>	73	43	<p>These results were compiled from most of the part-time faculty teaching this course at the Southeast Campus.</p>	None.	<p>(1.) None: (2.) None: (3.) None:</p>

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
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.	Open-ended. The assessment consisted of a written problem that required the student to analyze and write a system of equations to solve. After writing the system, the student needed to solve the system by using an algebraic method or using a matrix with the calculator. Interpretation of the answer was the important conclusion to the activity.	Open-ended. This assessment was based on 5 points; 3 or more is considered successful. A point was given for completion of the these points: 1) use of 3 variables; 2) use of correct system of equations; 3) use of correct matrix; 4) solution of matrix; 5) correct interpretation of the solution.	243	137	These results were compiled from most of the full-time faculty teaching this course at the Southeast Campus.	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	open-ended	open-ended	7	4	No Change	The process is acceptable as it is.	(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>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 techniques. (3) Recognize, define, and then communicate in algebraic and/or graphical forms the</p>	Open-ended	Open-ended	13	9	No Change	The students who are having the most difficulty in this course are the ones who are not truly prepared. We MUST do a better job of placing students in the correct class and not allowing students to skip the developmental courses.	<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>	<p>Write and then solve a system of linear equations that represents the following problem. Be sure to define what each of your variables represents. Show your work as you solve the system algebraically. Interpret your answer.</p>	<p>To be able to write the system, define each variable, and solve the problem.</p>	34	20	No Change	No action planned.	(1.) None: (2.) None: (3.) None:

Spring 2008 Medical Laboratory/Phlebotomy Technology Assessment Report

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
Medical Laboratory/Phlebotomy Technology	Determine the concentration of clinically significant compounds in clinical chemistry using manual and automated procedures.	Over the semester there are 11 manual laboratory exercises in which students are expected to determine the values of chemistry analytes.	Assessment Criteria: Student results need to be within 10% of assayed values in order to be considered correct for the laboratory exercise. For this assessment, I consider a student successful if he achieves more than 91 points of the 110 points available (83%).	6	5	Because of the addition of automation in the MLT lab, students will do fewer manual tests. Lab exercises will be included that reflect the importance of equipment maintenance.	In order for us to utilize the equipment that was purchased with Vision 2025 money, TCC needs to provide an adequate budget for reagents and supplies.	(1.) None: (2.) None: (3.) None:
Medical Laboratory/Phlebotomy Technology	Isolate and identify pathological organisms in microbiology by manual and automated methods and test for sensitivity to specific drugs.	Students were presented with 15 sets of unknowns of various bacteria and were instructed to identify the bacteria by manual biochemical/carbohydrate test and by "mini" system with a computer identification manual and compare the two methods of identification.	Must have a 95% correlation between the two formats of identification.	6	6	No Change	No action	(1.) Other: (2.) None: (3.) None:

Spring 2008 Nursing Assessment Report

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
Nursing	Level IV: Formulate appropriate plans of care based on the nursing process.	Write weekly journals	Use reference materials achieve 76%	80	80	No Change	Require all students to be competent in writing English.	(1.) Improved Communication: (2.) None: (3.) None:
Nursing	Level II: Apply principles of communication in the care of clients experiencing major disruptions in health.	During the class students were able to discuss in small groups of five, how being from individual communities and cultures affect their worldview and health practices. They were split into groups of 5 based on the area of metropolitan Tulsa, and small outlying towns/communities they live in. Each student was supposed to come to class with a map of their immediate community already prepared. Then in class, they combined their individual cultural maps of their communities into a larger map. The five ESL students were split into different groups	Students were able to discuss with each other the relevance of different cultural places each had visited in their communities, and draw a larger combined "community map" to include all of the cultural places that each one had visited in the Tulsa Metro and surrounding areas.	46	46	No Change	My plan is to continue to use this learning activity to teach "Culture and Community" and cultural communication.	(1.) None: (2.) None: (3.) None:

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
Nursing	Level II: Apply principles of communication in the care of clients experiencing major disruptions in health.	<p>as well, to learn more about the different cultural areas of Tulsa and the surrounding communities. This activity was based on "cooperative learning", and also based on Gardner's "Multiple Intelligences" from his book, "Intelligence Reframed", so students could determine their preferred learning style, based on how they drew their individual maps.</p> <p>Students must complete a careplan that includes assessment of the client's needs using therapeutic communication skills. Students must complete a process recording of an interaction with the client in the clinic setting using therapeutic communication.</p>	The criteria is a focused assessment tht includes the environment of the interaction, client description, current client crisis, nursing diagnosis, planning, implementation, and evaluation.	45	45	No Change	The nursing program will continue to monitor communication aspects of all areas of nursing.	(1.) None: (2.) None: (3.) None:

Spring 2008 Physical Therapist Assistant Assessment Report

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
Physical Therapist Assistant	Perform/record basic measurement procedures, and record results of tests performed by the Registered Physical Therapist.	Goniometry Assessment/Skill Performance	Student must be at entry level performance demonstrating the ability to correctly assess extremity joint range of motion with at least 80% accuracy in a lab performance skill. Demonstrated by obtaining at least 4 of 5 extremity joints measured accurately after random selection of joints by instructor.	26	26	No Change	Continue lab practical with random assignment of joints to be measured by all student participants.	(1.) None: (2.) None: (3.) None:

Spring 2008 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.	The student was faced with this situation: When reporting on test data one of the often-quoted numbers is how accurate the test is. This number is usually presented as a percentage as in, "This test is 98% accurate" Many people find great comfort in high accuracy numbers, however the numbers may be misleading. To see how this can happen we need to look at two aspects of testing. Reliability and results. Test reliability refers to whether the test is right or wrong. A true reliability means that the test was correct in its prediction. A false reliability means that the test was incorrect. Test results refer to the prediction made by the test. A positive result means that	The students answer was graded on a zero to 3 point scale.. Any student who scored 2 or above on this portion demonstrated effective communication.	16	13	No Change	<p>Use of Assessment Results:</p> <p>How will you use your assessment results to enhance student potential to develop effective communication skills? Provide evidence of how you are linking results back to teaching and learning (items 1, 2, and 4 above).</p> <p>Laboratory reports in physics require effective communication skills. The course already requires four hours of lab work per week. Thus this topic is covered in great depth. In addition assessment results indicate that further enhancement is not necessary.</p> <p>Based upon the results of your assessment, what additional resources or professional development</p>	<p>(1.) Professional Development - External: (2.) Instructional Equipment: (3.) None:</p>

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
		the test indicates that the condition was present. A negative result indicates that the condition was absent. When the reliability and results are combined we end up with for areas. True positive, true negative, false positive and false negative. In this experiment you will calculate some actual numbers for the truth table then analyze the data and determine which of the variables is the most critical for determining the overall accuracy of the test.					activities would enhance teaching and learning in your area? These resources and activities should be included in project management for your discipline or program. In order to maintain satisfactory results it will be necessary to replace and update some laboratory equipment. In addition some instructors will request additional training at regional and national professional conferences.	
Physics / Physical Science	Communicate physics/physical science concepts effectively.	Discussion board postings	Each week, you will be required to make at least two posting, on two different dates. The weeks will begin on Fridays (12:00am) and end on Thursdays (11:59pm) The postings must: contain one original topic and one response to another student's posting.	10	8	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
------------------------	---------------------	------------------------	-------------------------	--------------------	----------------------	----------------------	-------------------------	---------------------

be at least one paragraph in length.
 contain substantive content.
 relate to the current chapter topics.
 occur on at least two different dates.

What to Post
 If you are having trouble with a chapter topic, post a question.
 If you find a helpful website, post a brief description and the web address.
 If you find a particularly interesting chapter topic, start a discussion with your classmates.

What makes a Substantive Posting
 A substantive posting would include more than yes/no or I agree/disagree. It requires explaining why you agree or disagree. You can substantiate your position by several methods. You might share an example from your personal or professional experience, or look up a website

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
Physics / Physical Science	Think critically within the Physics discipline	Critical thinking is assessed through the assignment of group activities within lecture time. One problem was given that required students to determine whether a human projectile in a circus canon would make it over a certain height wall. The problem was stated such that the actual height achieved by the projectile was not able to be determined. Students could only determine within a reasonable certainty that the projectile would make it over the wall. In other words, critical thinking was required because a precise mathematical model could not be evaluated. Judgment was required on the part of the students.	to cite in support of your position. Groups that determined that the projectile could make it over the wall within reasonable certainty were determined to be successful.	17	17	No Change	No change to instructor action is required. However; it is my opinion that I should search for more group problems that require this type of analysis. Precise mathematical models provide a certain amount of "comfort" to students but these precise models are rarely encountered outside of academia.	(1.) None: (2.) None: (3.) None:
Physics / Physical Science	Communicate physics/physical science concepts effectively.	Project posted on Blackboard and discussion with classmates over their projects.	On the seventh and fourteenth week, students post a discussion over a scientific discovery in the	8	7	No Change	Continue to support Bb and computer labs for students who lack internet connection at	(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>“project forum” on blackboard. Several websites-to select from- were posted in the “external links” area on Blackboard. the links are explored, a quality physical science article. After the students select a link, they state the reason they have chosen this subject. The subject needs to be related to the material studied, new scientific discovery related to physical science, or a new technological innovation. As part of the project grade the student need to state the following (note the credit for each item) Here are the guidelines given to the students:</p> <ul style="list-style-type: none"> o The reason you find this subject appealing (3 pts). o A summary (300 words minimum) of the article content - focus on the scientific content- (6 pts) o Why do you think your classmates need 				their homes.	

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
			<p>to read it - advertise it - (3 pts) o In case of a scientific discovery, state how such discovery would affect society. In case of a subject related to one of the units we study, state how this article deepen your understand of the subject matter (3 pts) o State how the concepts you learned out of the posted atticle would influence your way of thinking, and your understanding to the world around you in general (3 pts) o Post three questions to your classmates (3 pts) o Follow up on the students responses to your questions (3 points) o Regarding other students links: they need to choose two articles from the links posted by your classmates. Read them, answer the questions and comment on</p>					

**Discipline/
Program**

**Goal/
Competency**

**Assessment
Activity**

**Performance
Criteria**
their articles. (6
pts)

**Number
Assessed**

**Number
Successful**

**Instructor
Action**

**Institutional
Action**

**Designated
Needs**



Spring 2008 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 the relationship between psychological studies and how research findings can be applied to human concerns.	Students are required to participate in a Service Learning experience for a minimum of 10 hours.	Students are required to write a one page summary of their Service Learning experience and relate that experience to human relation topics in the text.	22	19	No Change	TCC should continue to support Service learning opportunities for students	(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.	Each student applied Erikson's theory to his or her life. The Erikson Chronicle	Applying Erikson's theory of psychosocial development to the students' own lives.	30	30	No Change	Continue this assignment as applying a theory to one's own life is the true test of one's understanding of that theory.	(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.	Each student was given an assignment: Prepare and turn in four critiques of scholarly articles on the date assigned. The topic may be any psychological topic and should be taken from scholarly journals. A photocopy of the first page of the journal article (the page on which the abstract appears) is to be stapled to the front of the critique. Within the 4	The competency in this goal was assessed/measured through (4) written assignments. Four written assignments worth 25 points each were administered. Successfully achieving the discipline goal meant they earned 75 of the 100 points possible.	31	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
Psychology	Students will develop an understanding of the relationship between psychological studies and how research findings can be applied to human concerns.	<p>page critique, the student should summarize the main idea of the article. The student should choose to agree or disagree with the main points, backing up his/her position with logical points. Finally, the successful critique will describe the population who could benefit from the study and show how and where in society this study can be best used.</p> <p>After reading, lecture and class discussion students were to use the theories of Kohlberg and Gilligan to assess different perspectives on moral development.</p>	<p>Students were to compare and contrast the two theories previously mentioned. Successful completion involved the ability to use critical thinking and develop new perspectives outside of those mentioned in the book.</p>	25	10	<p>A significant number of students were unable to successfully complete this activity. The reasons for unsuccessful completion may be inadequate preparation, insufficient motivation, inability to think about the question from a "critical" perspective. The question seemed to be challenging and thought provoking, but perhaps more discussion in class would stimulate deeper thinking.</p>	None.	<p>(1.) None: (2.) None: (3.) None:</p>

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
Psychology	Students will utilize critical thinking in evaluating psychological theories and research evidence.	Explain why sex is difficult to discuss among us.	Having an explanation that is logical and non-circular.	16	3	No Change	This is a typical and frustrating result. I have not been successful in discovering how to teach critical thinking in the classes as structured here at TCC.	(1.) None: (2.) None: (3.) None:
Psychology	Students will utilize critical thinking in evaluating psychological theories and research evidence.	Students read the text covering the core concepts in Human Relations. They take self-assessments over some of this material to examine their own skills, abilities, personality, and behaviors. Utilizing text and assessments students write a 10 to 15 page paper reflecting on the core concepts of the subject with specific focus on their own personality and human relations strengths and weaknesses. Integrated throughout the paper are specific plans for improving their own human relations skills based on the text material, student discussions, or use of outside materials.	Students are expected to discuss personal strengths/weaknesses, styles, types etc. from self-assessment taken throughout the semester, as opposed to simply identifying an assessment result. Paper content must include responses to a series of reflective or analytic questions regarding these assessment results. Students are graded on their ability to accurately apply the text material to answer the questions and analyze their assessment results. Students are also expected to write in clear, well-structured sentences, and paragraphs with introduction, body, and conclusion, and to utilize	35	33	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
Psychology	Students will develop an understanding of the relationship between psychological studies and how research findings can be applied to human concerns.	Specific questions on course exams regarding the findings of some classic psychological research studies, and the application of the findings to current events, identification of ethical issues, and application of concepts such as social facilitation, role assumption, compliance/obedience, etc.	standard writing-style formatting guidelines. Scores above 60% were considered successful. Goal #1: Critical Thinking--apply knowledge and understanding to different contexts, situations, and/or specific endeavors. In order to successfully meet the criteria, each student will respond correctly on written exams.	19	13	I plan to extend the focus on this area of content by adding a discussion board thread related to the problem-solving/synthesis/application to current events of selected classic research study findings, including the Zimbardo Prison Experiment, Milgrim's Obedience Study, and Sherif's and Asch's studies. Students who scored A's and B's in the course typically responded correctly to all questions addressing these studies. Students who scored D's or F's apparently have larger issues at stake, such as, for some students, lack of willingness to participate in some course activities, and for some students an over-all lack of engagement	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
						with the course. In the recent online course development class I completed, I learned some navigational tools that I plan to incorporate in my online classes in the Summer and Fall. I plan to also monitor whether students participate in course activities in a timely manner on a regular basis.		

Spring 2008 Religious Studies Assessment Report

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
Religious Studies	Knowledge of the interrelationship between religions and societies	Students were to write a 5-8 page paper tracing the religious themes of one director, for following one religious theme through the works of several directors.	The successful student would have to demonstrate the link between individual religious belief and a director's art, or follow a religious theme, such as redemption, through several directors.	6	6	No Change	LRC holdings	(1.) None: (2.) None: (3.) None:

Spring 2008 Sociology Assessment Report

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
Sociology	Demonstrate mastery of selected sociological concepts and principles.	Examinations	Used four examinations to assess the ability of students to retain and understand concepts of discipline.	40	32	found there was more success by reminding students more about deadlines and resources available.	offered the Quality Matters course	(1.) None: (2.) None: (3.) None:
Sociology	Demonstrate mastery of selected sociological concepts and principles.	Weekly chapter quizzes and optional comprehensive final that used some recall and extensive application questions.	Students achieved 70% or more responses correct.	20	12	No Change	None required.	(1.) None: (2.) None: (3.) None:

Spring 2008 Speech Assessment Report

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
Speech	Students will demonstrate critical thinking skills through applying knowledge and understand to different contexts, situations and/or specific endeavors.	In Speech 1113, the informative speech assignment required students to choose a historical building or a historical event in their hometown to research. As part of the assignment, students were required to interview at least one person and use the information gathered during the interview in their speeches as a source. Each student was required to ask the interviewee at least ten questions during the interview. Not only did students have to critically think in order to write the questions, but they then had to decide where that information would be best used in the speech.	I assessed whether or not the students used the information correctly in their speeches. Students were required to orally cite the interviewee's name as well as the significance of the person in relation to the speech topic. Some students orally cited the person's name, but forgot to tell who the person was.	20	15	No Change	Overall, the success rate was good, but could be better. For next semester, I will again stress the importance of oral citation when delivering presentations. I will use specific examples and show my classes speeches from the previous semester of the correct way to orally cite.	(1.) None: (2.) None: (3.) None:
Speech	Students will demonstrate appropriate skills in delivery of	In a public speaking course the emphasis is to improve	The student will have mastered the delivery techniques if	33	25	Upon review of the delivery assessment, the instructor will	I believe it is important that communication skills be taught	(1.) Professional Development - External: (2.) Instructional

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
	extemporaneous oral presentations.	<p>applied communication skills. The student will study the anatomy of the communication process: verbal, non-verbal, and word usage/language aspects of delivery. The instructor will assess effective delivery skills in the classroom by the following:</p> <p>The student will develop a speech over a given topic and make an oral presentation in the class room. The student will be able to deliver a speech effectively by incorporating three techniques.</p> <p>A. Non-verbal Delivery B. Verbal Delivery C. Word Usage/language</p>	<p>he/she is able to give the oral presentation with 80% accuracy. The following criteria will be used to evaluate mastery.</p> <p>A. Verbal Delivery Techniques</p> <ol style="list-style-type: none"> 1. Appropriate Volume 2. Conversational Tone 3. Clear Enunciation 4. Vocal Variety 5. Appropriate Rate 6. Appropriate Tone 7. Used Pauses Correctly 8. Fluent Delivery <p>B. Non-Verbal Delivery Techniques</p> <ol style="list-style-type: none"> 1. Appropriate Stance and Posture 2. Appropriate Eye Contact (at least 90% of speaking time) 3. Facial Expressions that convey/clarify ideas 4. Gestures that add emphasis and description 5. Appropriate Attire <p>C. Word Usage/Language</p> <ol style="list-style-type: none"> 1. Language was direct and made the speaker's point clearly 2. Words were used 			<p>prepare individualized lesson plans that will re-teach and provide extra practice for each class, depending upon the area of weakness. Individualized plans may include: group practice with written and oral critiques of various model videos, individual critiques of various model speeches followed by discussion, and individual practice which will include video recording of the individual's performance. The student will then watch the video of him/her self and evaluate it. The same speech will be evaluated by the instructor. Discussion and feedback will be incorporated.</p> <p>Although the finding of this assessment proved successful with 76% of the students attaining this goal, I will incorporate other methods such as oral interpretation and video speech samples which</p>	<p>across the curriculum and that TCC require classes that provide student mastery of these skills. Various studies indicate that communication skills, including how to write an organized, coherent, and unified presentation for a particular audience and the delivery of the oral presentation, 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 Town Hall Debate forums, would provide avenues for students to participate in public speaking. Activities such as these build excitement and a collegial culture, thereby enhancing the college</p>	<p>Equipment: Purchase an additional Apreso system to be installed in a second classroom. Replace the older computers currently being used with the Apreso system. (3.) Prerequisites / Curriculum: Review the core requirements for degrees and certifications.</p>

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
			<p>appropriately 3. Grammar was appropriate 4. Word pronunciations were correct 5. Language was suitable for the audience</p> <p>Before the speech is delivered the class will engage in a lecture, video modeling, and discussion about the three delivery techniques.</p>			<p>the student will use as a model for improving delivery techniques. The student will then be assigned an oral interpretation presentation that will provide further learning experiences.</p>	<p>experience. Additional sources (media and training) illustrating effective communication skills would enhance instruction.</p>	

Spring 2008 Veterinary Technology Assessment Report

Discipline/ Program	Goal/ Competency	Assessment Activity	Performance Criteria	Number Assessed	Number Successful	Instructor Action	Institutional Action	Designated Needs
Veterinary Technology	Blood collection	Bovine Blood Collection/Venipuncture	Bovine Venipuncture was assessed during VT2364-Large Animal Technology class. Students were instructed via class lectures & laboratories on how to safely collect blood from bovine at various sites/regions. This skill is recognized as part of the "essential educational requirements" of the American Veterinary Medical Association (AVMA). The TCC Veterinary Technology Program's ability to provide this education maintains "Full-Accreditation" status of the VT Program.	14	14	No Change	TCC continues to provide safe housing facilities of larger animals. Safety is noted as repairs and up-grades of large animal facilities/equipment necessary to perform the assessed activity.	(1.) Professional Development - External: (2.) Instructional Equipment: (3.) Guest Speakers / Field Trips: