

Student Learning Outcomes for Instructional Units (2007-2008)

Directions: Complete Sections "A" through "C" at the beginning of each academic school year (once prompted). Sections "D" and "E" (which deal with actual results and use of results) should not be completed until the end of each spring term. Keep comments brief and use 9 point font. In doing so, your document should not exceed one page. *This form should be completed for each active degree or certificate program you offer.*

Department: Health Professions		Department Chair: Shelia P. Marable, DSN, RN		
Academic Year: 2007-2008	Program of Study: ADN	Award Type: AAS		
Department's Mission: The mission of the nursing programs within the Department of Health Professions is to prepare individuals in the art of caring in a high touch, high technology learning environment to be employed in the community as registered nurses and practical nurses. Students are facilitated in the development of knowledge, skills, and attitudes necessary for successful practice and are encouraged to pursue advanced education.				
A. Student Learning Outcomes (3-5)	B. Assessment Methods	C. Expected Results	D. Actual Results Obtained	E. Use of Results
Students exiting this degree/certificate program, should demonstrate the following proficiencies:	List what methods you plan on using to measure each student learning outcome.	List what intended results you expect to see if the outcome is reached. Results should be measurable.	When you assessed and measured your outcomes, what results did you find? Be specific.	Now that you have your results, how do you intend to use these results to improve your division or department?
1. Demonstrate proficiency in performing advanced nursing skills for individuals with health alterations in a variety of setting.	1. External/ Internal Evaluations of student performance External evaluation -Preceptorship Evaluation Internal evaluation -Care Plan -Clinical evaluation Standardized test -ERI RN assessment	1. 80% of students will achieve satisfactory on evaluation tool.	1. 93 % of the 43 total had uneventful satisfactory preceptorship experiences. 100% obtained satisfactory on care plans and clinical evaluations. 100% of May 2008 graduates passed by the 3 rd testing. 13 students scored 1000. However, only 2 were successful on first writing	1. Continue to monitor students and have close communication with preceptors. Students who are not successful on first writing will be required to review assigned audio-visuals prior to rewrite. Continue comprehensive final examinations and total testing from ERI/ATI .
2. Apply therapeutic communication techniques in providing advanced nursing care of clients throughout the lifespan	2. Interpersonal relationship recording (IPR) Educational Resources, Inc. (ERI) Therapeutic Communication Exam	2. 80% of students will be able to communicate therapeutically with clients throughout the life span	2.100 % of students completed the IPR and clinical evaluation satisfactorily. Group score was 57 on ERI Therapeutic Communication Exam . National average was 64.	2. Evaluate curriculum in the area of communication content and emphasize the nursing process for the purpose of retooling and reemphasizing within the curriculum.
3 . Utilize critical thinking skills in providing collaborative care for clients with selected health alterations in a variety of settings.	3. ERI Critical Thinking Exam Pre and Post in NUR 102 and NUR 203	3. The group average of NUR 203 students will achieve the national average score on ERI-Critical Thinking Standardized Test.	3.Pre test results for May 2009 graduates in NUR 102 (12/19/07) group average was 43 and national average was 56.	3. Assist students through practical experiences to enhance critical thinking throughout the curriculum. Select a critical thinking textbook to assist students in various exercises, case

				studies and problem solving and award extra credit (2 to 3 points) to be added to unit exams.
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Degree Program Student Learning Outcomes

(Complete this form for every degree or certificate granting program within your *division*.)

Directions: Complete columns A-D initially. Then, complete columns D&E at the end of the assessment cycle in the spring. Be brief in your descriptions and explanations. Focus on your top 4 to 5 outcomes only.

Department: Health Professions

Department Chair: Shelia Marable

Principal Completer of Form: Shelia Marable

Degree Program:
Associate Degree Nursing

Degree Type: AAS

Academic Year: 2006-2007

Mission of Degree Program: Prepare individuals in the art of caring in a high touch and high technology learning environment to be employed in the community as a registered nurse.

A. Student Learning Outcomes (4-5)	B. Assessment Methods	C. Expected Results (Detailed Objectives)	D. Actual Results Obtained (Complete and/or assessment work in the program)	E. Use of Results (Condition in which and/or action to be taken in the future)
<p>Students completing the program must demonstrate: <i>Be brief with your descriptions.</i></p>	<p>List what methods you plan on using to measure the outcome.</p>	<p>List what intended result you expect to see. Make it measurable.</p>	<p><i>When you assessed and measured your outcome, what results did you find?</i></p>	<p><i>Now that you have your results, how do you intend to use these results to improve this degree program?</i></p>
<p>1. Proficiency in performing advanced nursing skills for individuals with health alterations in a variety of settings</p>	<p>1. Preceptor evaluations Validation of skills in clinical lab setting Employer surveys</p>	<p>1. 80% or more of students in clinical nursing courses will achieve satisfactory or better</p>	<p>1. 100% of level II students rated satisfactory on evaluation by assigned preceptors. 100 % of Level II students completed skill checklist and clinical skills lab satisfactorily. 100% of employer surveys indicated satisfaction with graduates' skills performance.</p>	<p>1. Continue to monitor students' performance in clinical, laboratory, and preceptorship experiences. Monitor utilization of faculty and faculty workload. Continue to identify variety of healthcare settings for clinical sites.</p>
<p>2. Therapeutic communication techniques in providing advanced nursing care for clients throughout the lifespan.</p>	<p>2. Care plans Employer survey</p>	<p>2. 80% or more of the students in clinical nursing courses will achieve satisfactory or better</p>	<p>2. 100% of students of Level II students were successful in final course. 100% of Level II students completed satisfactory care plans.</p>	<p>2. Continue strategies related to enhance communication skills and ethical and value skills set.</p>
<p>3. Formulation of a teaching/learning plan for culturally diverse clients with selected health alterations in a variety of settings.</p>	<p>3. Devise and implement a teaching plan Employer survey</p>	<p>3. 80% or more of the students in clinical nursing courses will achieve satisfactory or better</p>	<p>3. 100% of students document teaching in clients' charts. 100% of employer surveys indicate that graduates are satisfactorily prepared to document client teaching.</p>	<p>3. Continue to require teaching plan development. Emphasize client teaching and documentation.</p>
<p>4. Professional behaviors and roles of registered nurse upon entry into practice.</p>	<p>4. Employer survey NCLEX-RN results</p>	<p>4. 80% or more of the students in clinical nursing courses will achieve satisfactory</p>	<p>4. 26 graduated May 2007. 23/26 (88.5%) graduates were successful on NCLEX-RN first writing. ABN</p>	<p>4. Continue to attempt to contact the students who have not tested to ascertain preparation</p>

	ERI competency exam	or better	official report of 93%. 100% were successful on ERI competency exam. 100% of Level II students were successful in the final course. 100% of employer surveys indicated satisfaction with graduates.	status. Encourage those students to utilize resources available on campus.
5. Utilize critical thinking skills while applying foundational knowledge of the nursing process in providing advanced nursing care for clients throughout the lifespan.	5. Employer survey Care plans Graduate survey	5. 80% or more of the students in clinical nursing courses will achieve satisfactory or better	5. 100% of employer and student surveys indicated satisfaction with preparation and utilization of critical thinking skills and the nursing process. 100% of Level II students were successful in the final course.	5. Continue to provide clinical experiences and course exam items to enhance proficiency in critical thinks skills and use of the nursing process.



Degree Program Student Learning Outcomes

(Complete this form for every degree or certificate granting program within your *division*.)

Directions: Complete columns A-D initially. Then, complete columns D&E at the end of the assessment cycle in the spring. Be brief in your descriptions and explanations. Focus on your top 4 to 5 outcomes only.

Department: Social and Behavioral Sciences	Department Chair: Patricia McCullum Principal Completer of Form: Jimmy R. Lakey	
Degree Program: Criminal Justice	Degree Type: Associate of Applied Science (AAS)	Academic Year: 2006-2007

Mission of Degree Program: The Criminal Justice Program is a broad-based degree program designed to meet the academic and career goals of students considering a career in criminal justice as well as to enhance the education of those already employed in the field.

A. Student Learning Outcomes (4-5)	B. Assessment Methods	C. Expected Results (Targeted Objective)	D. Actual Results Obtained (Complete at the end of assessment cycle in the spring.)	E. Use of Results (Complete at the end of assessment cycle in the spring.)
Students completing the program must demonstrate: <i>Be brief with your descriptions.</i>	List what methods you plan on using to measure the outcome.	List what intended result you expect to see. Make it measurable.	<i>When you assessed and measured your outcome, what results did you find?</i>	<i>Now that you have your results, how do you intend to use these results to improve this degree program?</i>
1. The ability to apply knowledge of laws and legal requirements, theory, and Criminal Justice principles to a wide range of situations.	1. Examinations, tests, quizzes and reports as well as performance on practical exercises, projects, and other assignments.	1. Students must pass each required criminal justice course with a grade of "C" or higher.	1. 100% of graduates of the program completed all CRJ courses with a grade of "C" or higher.	1. An analysis of grades will be conducted to identify courses which most students had difficulty with to determine if any changes need to be made to instructional methodology.
2. The ability to apply critical thinking skills and sound judgment in analyzing and developing solutions to a variety of situations, problems, and issues in the field of criminal justice.	2. Performance on practical exercises, projects, and other assignments in addition to traditional testing methods.	2. All students will successfully complete an issue paper or term project in which they will demonstrate this ability.	2. 100 % of graduates of the program completed at least one written paper or project in which they demonstrated this learning outcome.	2. Papers and projects will be reviewed to identify areas for needed improvement.
3. The ability to communicate effectively orally and in writing with persons of diverse backgrounds and in a wide range of situations including adversarial circumstances	3. Grades on oral presentations and written reports and other assignments and participation in class discussions in addition to traditional methods of testing.	3. Communications skills and vocabulary will be incorporated into each criminal justice course. Students must pass all courses with a grade of "C" of higher.	3. 100% of program graduates completed all CRJ courses with a grade of "C" or higher and demonstrated the knowledge of proper communications skills and the proper usage of vocabulary terms of the profession.	3. Assessment methods and results will be reviewed to determine areas of needed improvement.
4. The ability to function effectively as a criminal justice	4. Graduates of the CRJ program will be tracked	4. 75% or better of graduates tracked	4. Of those graduates tracked to date, over half	4. Recent graduates will continue to be tracked to

professional and interact with other professional colleagues within the criminal justice system.	to determine their current educational or professional status.	will provide positive responses indicating success in this area.	have either continued to pursue their educational goals or have obtained jobs in the career field or closely related occupations, such as private security.	determine any changes in their status.

Degree Program Student Learning Outcomes

(Complete this form for every active degree or certificate granting program within your division.)

**Directions: Complete Sections A-C at the beginning of each evaluation cycle.
Complete Sections D-E at the end of each evaluation cycle.**

Department: Natural Science & Mathematics		Department Chair: Karl Pruitt		
Degree Program: Biology		Degree Type: AS		Academic Year: 2007-2008
A. Student Learning Outcomes (3-5)—no more	B. Direct Assessment Methods	C. Expected Results	D. Actual Results Obtained	E. Use of Results
Students completing the program must demonstrate:	List what specific direct assessment methods you plan on using to measure the outcome. Provide specifics (i.e., course, embedded exam questions, etc...)	List what intended result you expect to obtain from the direct assessments.	When you assessed and measured your outcome, what results did you actually find? <i>*Reported in late Spring</i>	Now that you have your results, how do you intend to use these results to improve this program? <i>*Reported in late Spring.</i>
1. Be able to explain & apply through experiment design the concept of the scientific method (Biology 103)	1. Lab Report(use common rubric) 1a. Written exam (embedded questions)	1. 70% of students enrolled in Biology 103 will demonstrate mastery of concept through the lab exercise on scientific method (assessment tool common lab report). 1a. 70% of students enrolled Biology 103 will demonstrate mastery of the concept by correctly answering 7 of 10 embedded questions on written exam	1.53% of the students in BIO103 mastered the scientific method.	1. To improve student results with the scientific method, the instructors will discuss this topic during the first laboratory and then test the students during the 3 rd or 4 th laboratory covering the identification of the cell.
2. Demonstrate proficient use of microscope and identification of the parts of the microscope. (Biology 103)	2. Lab final (use common rubric)	2. 70% of students enrolled in Biology 103 will demonstrate proficiency in the use of a microscope by achieving mastery on the performance based assessment rubric.	2. 87% of the students in BIO103 mastered the use of the laboratory microscope.	2. This Learning Outcome indicates those both full and part time faculties are teaching the correct use of the microscope. Evaluate the rubric to increase to 100%.
3. Be able to label and identify organs and organ systems as well as understand the physiology functions of each system. (Biology 201)	3. Lab Exam 3a. Written exam (embedded questions)	3. 70% of students enrolled in Biology 201 will demonstrate mastery of the concept by correctly answering questions on the lab exam (identification). 3a. 70% of students enrolled in Biology 201 will demonstrate mastery of the concept by correctly answering 7 of 10 embedded questions on written exam.	3. 84% of students in BIO201 mastered labeling and identification of structures in the laboratory. 3a. 55% of students in BIO201 mastered the written concepts on the embedded exam questions.	3. This proves that adequate laboratory models and equipment can be a successful aid in student learning of cellular structure identifications. Such methods will continue. 3a. This outcome indicates that faculty must spend more lecture time with some basic concepts in laboratory and lecture.

<p>4. Identify structures and function of the cell. (Biology 103)</p>	<p>4. Lab Exam 4a. Written exam (embedded questions)</p>	<p>4. 70% of students enrolled in Biology 103 will demonstrate mastery of cell structure and function by correctly answering questions on the lab exam (identification). 4a. 70% of students in Biology 103 will demonstrate mastery of the concept by correctly answering 7 of 10 embedded questions on written exam.</p>	<p>4. 75% mastered cell identification in BIO103. 4a. 75% of the written exam embedded exam questions.</p>	<p>4. To purchase more diverse cellular models to aid in learning. 4a. Have faculty to spend more time in lecture and laboratory with some basic biological concepts.</p>
<p>5. Communicate oral, written and technological skills of infectious diseases affect the systems of the human body. (Biology 220)</p>	<p>5. Research paper (use common rubric) 5a. Oral presentation with PowerPoint (use common rubric)</p>	<p>5. 70% of students enrolled in Biology 220 will demonstrate mastery of oral, written and technological skills on the performance based assessment rubric.</p>	<p>5. Based on the data collected 84% of students who completed the assignment mastered it.</p>	<p>5. Data shows that microbiology students are proficient in oral, written, and technological skills. Incorporate more teaching styles to increase to 100%.</p>

Degree Program Student Learning Outcomes

(Complete this form for every active degree or certificate granting program within your division.)

Directions: Complete Sections A-C at the beginning of each evaluation cycle.
 Complete Sections D-E at the end of each evaluation cycle.

Department: Natural Science & Mathematics		Department Chair: Karl Pruitt		
Degree Program: Mathematics		Degree Type: AS		Principal Completer of Form: Natural Science Faculty
Academic Year: 2007-2008				
A. Student Learning Outcomes (3-5)— <i>no more</i>	B. Direct Assessment Methods	C. Expected Results	D. Actual Results Obtained	E. Use of Results
Students completing the program must demonstrate:	List what specific direct assessment methods you plan on using to measure the outcome. Provide specifics (i.e., course, embedded exam questions, etc...)	List what intended result you expect to obtain from the direct assessments.	When you assessed and measured your outcome, what results did you actually find? <i>*Reported in late Spring</i>	Now that you have your results, how do you intend to use these results to improve this program? <i>*Reported in late Spring.</i>
1. The ability go use technology to analyze problems and to apply to others disciplines	1. MTH100 Final Exam with embedded questions for Student Learner Outcomes 1-6	1. Proficiency will be 70% on the MTH 100 Exit Exam.	1.36% of the students scored greater than 70% on the MTH 100 exit exam. 64% of the students were unsuccessful.	1. Create a diagnostic exam to Evaluate students' strength and weaknesses. 2. Refer students to the math & science tutoring lab. 3. Midterm exam to monitor students' progress in terms of their understanding o basic concepts.
2. The ability to use technology to analyze problems and to apply to other disciplines.	2. MTH 112 Quiz on Polynomials (Solve problems graphically, verbally, and using technology) MTH 112 Rubric	2. Proficiency will be 70 % on the MTH 112 quiz on polynomials.	2. 100% of the students showed proficiency on the MTH112 quiz dealing with polynomials. 70% of the students showed proficiency with the MTH112 Rubric	2. To incorporate more math diagnostic learning resources and pre-test during the first week of classes. This can ensure early identification of students' weaknesses with certain math concepts.
3. The ability to construct and write mathematical arguments and apply a variety of problems solving skills.	3. MTH113 Rubric for Learner Outcomes #1 (Identities)	3. Proficiency will be 70% on the MTH 113 quiz on double angles..	3. 40% of the students scored 70% or better on this concepts. Three (3) received incomplete on this assignment.	3. will reinforce by having this portion examined in two assignments.
4. The ability to engage in dialogue within group settings and perform effectively as any team member of the group.	4. MTH112 Topic Presentation MTH112 Rubric	4. Proficiency will be 70% on the MTH125 Test.	4. During the Fall and Spring semester of this academic year 07-08 no MTH112 courses populated. No data obtained.	4. No data obtained this academic year 2007-2008.

Student Learning Outcomes for Instructional Units (2007-2008)

Directions: Complete Sections "A" through "C" at the beginning of each academic school year (once prompted). Sections "D" and "E" (which deal with actual results and use of results) should not be completed until the end of each spring term. Keep comments brief and use 9 point font. In doing so, your document should not exceed one page. *This form should be completed for each active degree or certificate program you offer.*

Department: Health Professions		Department Chair: Shelia P. Marable, DSN, RN		
Academic Year: 2007-2008	Program of Study: ADN	Award Type: AAS		
Department's Mission: The mission of the nursing programs within the Department of Health Professions is to prepare individuals in the art of caring in a high touch, high technology learning environment to be employed in the community as registered nurses and practical nurses. Students are facilitated in the development of knowledge, skills, and attitudes necessary for successful practice and are encouraged to pursue advanced education.				
A. Student Learning Outcomes (3-5)	B. Assessment Methods	C. Expected Results	D. Actual Results Obtained	E. Use of Results
Students exiting this degree/certificate program, should demonstrate the following proficiencies:	List what methods you plan on using to measure each student learning outcome.	List what intended results you expect to see if the outcome is reached. Results should be measurable.	When you assessed and measured your outcomes, what results did you find? Be specific.	Now that you have your results, how do you intend to use these results to improve your division or department?
1. Demonstrate proficiency in performing advanced nursing skills for individuals with health alterations in a variety of setting.	1. External/ Internal Evaluations of student performance External evaluation -Preceptorship Evaluation Internal evaluation -Care Plan -Clinical evaluation Standardized test -ERI RN assessment	1. 80% of students will achieve satisfactory on evaluation tool.	1. 93 % of the 43 total had uneventful satisfactory preceptorship experiences. 100% obtained satisfactory on care plans and clinical evaluations. 100% of May 2008 graduates passed by the 3 rd testing. 13 students scored 1000. However, only 2 were successful on first writing	1. Continue to monitor students and have close communication with preceptors. Students who are not successful on first writing will be required to review assigned audio-visuals prior to rewrite. Continue comprehensive final examinations and total testing from ERI/ATI .
2. Apply therapeutic communication techniques in providing advanced nursing care of clients throughout the lifespan	2. Interpersonal relationship recording (IPR) Educational Resources, Inc. (ERI) Therapeutic Communication Exam	2. 80% of students will be able to communicate therapeutically with clients throughout the life span	2.100 % of students completed the IPR and clinical evaluation satisfactorily. Group score was 57 on ERI Therapeutic Communication Exam . National average was 64.	2. Evaluate curriculum in the area of communication content and emphasize the nursing process for the purpose of retooling and reemphasizing within the curriculum.
3 . Utilize critical thinking skills in providing collaborative care for clients with selected health alterations in a variety of settings.	3. ERI Critical Thinking Exam Pre and Post in NUR 102 and NUR 203	3. The group average of NUR 203 students will achieve the national average score on ERI-Critical Thinking Standardized Test.	3.Pre test results for May 2009 graduates in NUR 102 (12/19/07) group average was 43 and national average was 56.	3. Assist students through practical experiences to enhance critical thinking throughout the curriculum. Select a critical thinking textbook to assist students in various exercises, case

				studies and problem solving and award extra credit (2 to 3 points) to be added to unit exams.
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Degree Program Student Learning Outcomes

(Complete this form for every degree or certificate granting program within your *division*.)

Directions: Complete columns A-D initially. Then, complete columns D&E at the end of the assessment cycle in the spring. Be brief in your descriptions and explanations. Focus on your top 4 to 5 outcomes only.

Department: Health Professions	Department Chair: Shelia Marable Principal Completer of Form: Shelia Marable
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Degree Program: Associate Degree Nursing	Degree Type: AAS	Academic Year: 2006-2007
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Mission of Degree Program: Prepare individuals in the art of caring in a high touch and high technology learning environment to be employed in the community as a registered nurse.

A. Student Learning Outcomes (4-5)	B. Assessment Methods	C. Expected Results (desired outcomes)	D. Actual Results Obtained (complete, include, or assess work in the program)	E. Use of Results (evaluation, assessment, or improvement)
Students completing the program must demonstrate: <i>Be brief with your descriptions.</i>	List what methods you plan on using to measure the outcome.	List what intended result you expect to see. Make it measurable.	When you assessed and measured your outcome, what results did you find?	Now that you have your results, how do you intend to use these results to improve this degree program?
1. Proficiency in performing advanced nursing skills for individuals with health alterations in a variety of settings	1. Preceptor evaluations Validation of skills in clinical lab setting Employer surveys	1. 80% or more of students in clinical nursing courses will achieve satisfactory or better	1. 100% of level II students rated satisfactory on evaluation by assigned preceptors. 100 % of Level II students completed skill checklist and clinical skills lab satisfactorily. 100% of employer surveys indicated satisfaction with graduates' skills performance.	1. Continue to monitor students' performance in clinical, laboratory, and preceptorship experiences. Monitor utilization of faculty and faculty workload. Continue to identify variety of healthcare settings for clinical sites.
2. Therapeutic communication techniques in providing advanced nursing care for clients throughout the lifespan.	2. Care plans Employer survey	2. 80% or more of the students in clinical nursing courses will achieve satisfactory or better	2. 100% of students of Level II students were successful in final course. 100% of Level II students completed satisfactory care plans.	2. Continue strategies related to enhance communication skills and ethical and value skills set.
3. Formulation of a teaching/learning plan for culturally diverse clients with selected health alterations in a variety of settings.	3. Devise and implement a teaching plan Employer survey	3. 80% or more of the students in clinical nursing courses will achieve satisfactory or better	3. 100% of students document teaching in clients' charts. 100% of employer surveys indicate that graduates are satisfactorily prepared to document client teaching.	3. Continue to require teaching plan development. Emphasize client teaching and documentation.
4. Professional behaviors and roles of registered nurse upon entry into practice.	4. Employer survey NCLEX-RN results	4. 80% or more of the students in clinical nursing courses will achieve satisfactory	4. 26 graduated May 2007. 23/26 (88.5%) graduates were successful on NCLEX-RN first writing. ABN	4. Continue to attempt to contact the students who have not tested to ascertain preparation

	ERI competency exam	or better	official report of 93%. 100% were successful on ERI competency exam. 100% of Level II students were successful in the final course. 100% of employer surveys indicated satisfaction with graduates.	status. Encourage those students to utilize resources available on campus.
5. Utilize critical thinking skills while applying foundational knowledge of the nursing process in providing advanced nursing care for clients throughout the lifespan.	5. Employer survey Care plans Graduate survey	5. 80% or more of the students in clinical nursing courses will achieve satisfactory or better	5. 100% of employer and student surveys indicated satisfaction with preparation and utilization of critical thinking skills and the nursing process. 100% of Level II students were successful in the final course.	5. Continue to provide clinical experiences and course exam items to enhance proficiency in critical thinks skills and use of the nursing process.



Degree Program Student Learning Outcomes

(Complete this form for every degree or certificate granting program within your *division*.)

Directions: Complete columns A-D initially. Then, complete columns D&E at the end of the assessment cycle in the spring. Be brief in your descriptions and explanations. Focus on your top 4 to 5 outcomes only.				
Department: Social and Behavioral Sciences			Department Chair: Patricia McCullum Principal Completer of Form: Jimmy R. Lakey	
Degree Program: Criminal Justice		Degree Type: Associate of Applied Science (AAS)	Academic Year: 2006-2007	
Mission of Degree Program: The Criminal Justice Program is a broad-based degree program designed to meet the academic and career goals of students considering a career in criminal justice as well as to enhance the education of those already employed in the field.				
A. Student Learning Outcomes (4-5)	B. Assessment Methods	C. Expected Results (Targeted Objective)	D. Actual Results Obtained (Complete at the end of assessment cycle in the spring.)	E. Use of Results (Complete at the end of assessment cycle in the spring.)
Students completing the program must demonstrate: <i>Be brief with your descriptions.</i>	List what methods you plan on using to measure the outcome.	List what intended result you expect to see. Make it measurable.	<i>When you assessed and measured your outcome, what results did you find?</i>	<i>Now that you have your results, how do you intend to use these results to improve this degree program?</i>
1. The ability to apply knowledge of laws and legal requirements, theory, and Criminal Justice principles to a wide range of situations.	1. Examinations, tests, quizzes and reports as well as performance on practical exercises, projects, and other assignments.	1. Students must pass each required criminal justice course with a grade of "C" or higher.	1. 100% of graduates of the program completed all CRJ courses with a grade of "C" or higher.	1. An analysis of grades will be conducted to identify courses which most students had difficulty with to determine if any changes need to be made to instructional methodology.
2. The ability to apply critical thinking skills and sound judgment in analyzing and developing solutions to a variety of situations, problems, and issues in the field of criminal justice.	2. Performance on practical exercises, projects, and other assignments in addition to traditional testing methods.	2. All students will successfully complete an issue paper or term project in which they will demonstrate this ability.	2. 100 % of graduates of the program completed at least one written paper or project in which they demonstrated this learning outcome.	2. Papers and projects will be reviewed to identify areas for needed improvement.
3. The ability to communicate effectively orally and in writing with persons of diverse backgrounds and in a wide range of situations including adversarial circumstances	3. Grades on oral presentations and written reports and other assignments and participation in class discussions in addition to traditional methods of testing.	3. Communications skills and vocabulary will be incorporated into each criminal justice course. Students must pass all courses with a grade of "C" of higher.	3. 100% of program graduates completed all CRJ courses with a grade of "C" or higher and demonstrated the knowledge of proper communications skills and the proper usage of vocabulary terms of the profession.	3. Assessment methods and results will be reviewed to determine areas of needed improvement.
4. The ability to function effectively as a criminal justice	4. Graduates of the CRJ program will be tracked	4. 75% or better of graduates tracked	4. Of those graduates tracked to date, over half	4. Recent graduates will continue to be tracked to

professional and interact with other professional colleagues within the criminal justice system.	to determine their current educational or professional status.	will provide positive responses indicating success in this area.	have either continued to pursue their educational goals or have obtained jobs in the career field or closely related occupations, such as private security.	determine any changes in their status.

Degree Program Student Learning Outcomes

(Complete this form for every active degree or certificate granting program within your division.)

**Directions: Complete Sections A-C at the beginning of each evaluation cycle.
Complete Sections D-E at the end of each evaluation cycle.**

Department: Natural Science & Mathematics		Department Chair: Karl Pruitt		
Degree Program: Biology		Degree Type: AS		Principal Completer of Form: Natural Science Faculty
Degree Program: Biology		Degree Type: AS		Academic Year: 2007-2008
A. Student Learning Outcomes (3-5)—no more	B. Direct Assessment Methods	C. Expected Results	D. Actual Results Obtained	E. Use of Results
Students completing the program must demonstrate:	List what specific direct assessment methods you plan on using to measure the outcome. Provide specifics (i.e., course, embedded exam questions, etc...)	List what intended result you expect to obtain from the direct assessments.	When you assessed and measured your outcome, what results did you actually find? <i>*Reported in late Spring</i>	Now that you have your results, how do you intend to use these results to improve this program? <i>*Reported in late Spring.</i>
1. Be able to explain & apply through experiment design the concept of the scientific method (Biology 103)	1. Lab Report(use common rubric) 1a. Written exam (embedded questions)	1. 70% of students enrolled in Biology 103 will demonstrate mastery of concept through the lab exercise on scientific method (assessment tool common lab report). 1a. 70% of students enrolled Biology 103 will demonstrate mastery of the concept by correctly answering 7 of 10 embedded questions on written exam	1.53% of the students in BIO103 mastered the scientific method.	1. To improve student results with the scientific method, the instructors will discuss this topic during the first laboratory and then test the students during the 3 rd or 4 th laboratory covering the identification of the cell.
2. Demonstrate proficient use of microscope and identification of the parts of the microscope. (Biology 103)	2. Lab final (use common rubric)	2. 70% of students enrolled in Biology 103 will demonstrate proficiency in the use of a microscope by achieving mastery on the performance based assessment rubric.	2. 87% of the students in BIO103 mastered the use of the laboratory microscope.	2. This Learning Outcome indicates those both full and part time faculties are teaching the correct use of the microscope. Evaluate the rubric to increase to 100%.
3. Be able to label and identify organs and organ systems as well as understand the physiology functions of each system. (Biology 201)	3. Lab Exam 3a. Written exam (embedded questions)	3. 70% of students enrolled in Biology 201 will demonstrate mastery of the concept by correctly answering questions on the lab exam (identification). 3a. 70% of students enrolled in Biology 201 will demonstrate mastery of the concept by correctly answering 7 of 10 embedded questions on written exam.	3. 84% of students in BIO201 mastered labeling and identification of structures in the laboratory. 3a. 55% of students in BIO201 mastered the written concepts on the embedded exam questions.	3. This proves that adequate laboratory models and equipment can be a successful aid in student learning of cellular structure identifications. Such methods will continue. 3a. This outcome indicates that faculty must spend more lecture time with some basic concepts in laboratory and lecture.



Student Learning Outcomes for Non-Instructional Units (2007-2008)

Directions: Complete Sections “A” through “C” at the beginning of each academic school year (once prompted). Sections “D” and “E” (which deal with actual results and use of results) should not be completed until the end of each spring term. Keep comments brief and use 9 point font. In doing so, your document should not exceed one page.

Department or Division: Student Records		Department or Division Chair/Director/Dean: Lori Chisem, Darren Allen		
Academic School Year: 2007-2008				
Department or Division’s Mission: To provide services that enable students to enroll in classes with minimum effort and to maintain an accurate profile of the student’s tenure at the college. The registrar and staff accurately maintain academic student records and comply with the institutional, state, and federal regulations that apply to retention, release, and disposal of student records.				
A. Student Learning Outcomes (3-5)	B. Assessment Methods	C. Expected Results	D. Actual Results Obtained	E. Use of Results
Students within the reach of your division or department, should demonstrate the following proficiencies:	List what methods you plan on using to measure each student learning outcome.	List what intended results you expect to see if the outcome is reached. Results should be measurable.	When you assessed and measured your outcomes, what results did you find? Be specific.	Now that you have your results, how do you intend to use these results to improve your division or department?
1. Student will demonstrate a working knowledge of registering online via web.	1. Report from AS400 of students who registered for classes online each semester.	1. Create a base line of online service usage by students.	1. 335 students used the on-line registration system during the fall, spring and summer 2007-08 year. Fall 07-08: 87 students Spring 07-08: 126 students Summer 07-08: 122 students	1. Data indicates that our students are able to select classes based upon his/her degree plan to register online. Our office will continue to encourage students to take advantage of not having to stand in long lines during registration by registering for classes early via web. The goal is to increase the number of students who pre-register online by 15% each semester.
2. Student will demonstrate a working knowledge of updating contact information via web.	2. AS400 report of request for contact information changes by students.	2. Create a base-line of on-line service usage by students to update contact information.	2. 279 students visited the student suite and updated their personal information, employment information, and emergency contact information from February 2008 – July 2008.	2. The ability to have the most up-to-date information on our students is vital to notification of class closings, schedule changes, etc. Our department will promote and encourage students to view their personal information and make sure that we have the most current data on file. This will allow <i>our office</i> to provide better customer service to our students.