



Program Outcomes Tables

/Core Course Assessments /Distance Learning Outcomes
Fall 2010

Office of the Institutional Effectiveness – 2011

Halifax Community College

Instructional Programs: Fall 2010 Outcomes Table

Program: General Education

Div/Dept: English/Developmental English/Communications

Name: Charles Wilkinson—Department Head

Purpose: General Education Program Outcome – Writing, Oral Communication, Reading, Technology, Mathematic, and Critical Thinking.

Program Outcome (Course)	Intended Student learning Outcome	Criteria for success	Assessment Tools	Assessment Results/Outcomes	Use of Results
Writing-ENG 111 Expository Writing	Students will be able to write prose according to the conventions of standard, academic English, and will acquire an understanding of editing and revising skills.	80% of students polled will understand and utilize MLA and APA documentation.	Field test of new documentation conversion project and exit surveys.	86% of students taking the exit survey either agreed or strongly agreed that the conversion project helped them to correctly utilize MLA and APA documentation forms.	Institute use of MLA to APA conversion project in all sections of future English 111 classes.
Writing-ENG 113 Literature-based Research	Students will be able to differentiate between eras, cultures, and historical pieces of literature and determine the authors' purposes for writing.	70% of students will demonstrate improvement and 80% of students will average a "C" or better at completion.	3 consecutive final grades on major reports as recorded by instructor, using the common rubric.	95% of students demonstrated improvement and 63% of students averaged a "C" or better at completion.	Stress importance of completion and submission of all major papers in classes in all future sections of English 113. Continue successful methods.
Writing-ENG 114	Students will be able to construct and revise	I.) 70% of students will demonstrate	I.)3 consecutive final grades on	I.) 72% of students demonstrated	I.)Stress importance of completion and

Professional Research & Reporting	grammatically and mechanically sound papers and projects.	improvement and 80% of students will average a “C” or better at completion. II.) Students will understand and use ethical guidelines in a business context.	major reports as recorded by instructor, using the common rubric. II.) Field test of new Ethics Roundtable project and exit surveys.	improvement and 78% of students averaged a “C” or better. II.) 100% of students taking the exit survey either agreed or strongly agreed that the Ethics Roundtable exercise helped them to understand ethical dilemmas in a business context.	submission of all major papers in classes in all future sections of English 114. Continue successful methods. II.) Institute use of Ethical Roundtable exercise in all sections of future English 114 classes.
Writing-ENG 125 Creative Writing I	Students will acquire the creative, rhetorical, and critical-thinking skills needed to succeed in a Bachelor of Arts program.	70% of students will demonstrate improvement and 80% of students will average a “C” or better at completion.	3 consecutive final grades on major reports as recorded by instructor, using the common rubric.	54% of students demonstrated improvement and 62% of students averaged a “C” or better at completion.	Review course objectives and grading procedures for English 125. Consider rubric adjustment as necessary.
Developmental-ENG 085 Reading and Writing Foundation	Students will be able to write grammatically and mechanically correct sentences.	80 % of students polled will understand the conjugation of verbs.	Field test of new participle exercise project and exit surveys.	100% of students taking the exit survey either agreed or strongly agreed that the participle project helped them to correctly conjugate verbal forms.	Institute use of participle project in all sections of future English 085 classes.

Developmental- ENG 095 Reading and Composition Strategies	Students will use knowledge of the writing process to generate ideas, organize them, and draft them into unified and coherent essays.	90% of instructors polled will agree that the new textbook is appropriate and informative for 095 content.	095 textbook exit survey of 095 instructors.	80% of instructors taking the 095 textbook exit survey agreed or strongly agreed that the new textbook is appropriate and informative for 095 content.	Continue textbook use. Consider field testing of new supplemental readings to satisfy all instructors of textbook(s) content.
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Instructional Programs: Fall 2010 Outcomes Table

Program: School of Arts and Sciences
Div/Dep: Humanities and Social Sciences
Name: Julie Dilday

Program Outcome	Intended Student learning Outcome	Criteria for success	Assessment Tools	Assessment Results/Outcomes	Use of Results
<p>To introduce students to Psychology as applied to everyday life and the improvement of interpersonal skills.</p>	<p>PSY 118 - # 2 Apply psychological principles and terminology used by psychologists as it relates to course content and personal and professional development.</p>	<p>At least 80% of students meet minimum standards of achievement according to exam assessment and/or instructor generated rubric.</p>	<p>Behavior Modification Project</p> <p>Reflective Paper</p>	<p>Section 303— Paper 75% Presentation 70% Section 304— Paper 61% Presentation 17% Section 3D1— Journal Entry 58% Average 56% <u>Rates for Assignment completers:</u> Section 303- 100%--paper 93% presentation Section 304- 100%--paper 100% presentation Section 3D1 89% Journal/reflective paper Average 96%</p>	<p>Give class time for assignment to <i>minimize non-compliance</i>. Require students to submit work completed in class prior to leaving.</p>

	PSY 118 - #3 Identify the ways that psychological theories are used to describe, predict, and control or modify behavior	At least 80% of students meet minimum standards of achievement according to exam assessment.	Exam	303— Chapter 2 Quiz 80% Chapter 4 Quiz 60% 304— Chapter 2 Quiz 65% Chapter 4 Quiz 70% Section 3D1— Chapter 2 Quiz 75% Chapter 4 Quiz 75% Average 71%	Use in-class activities in addition to exams as assessment tools.
To introduce students to General Psychology and prepare them to succeed in social science courses at a four-year institution.	PSY 150 - Students will be able to apply basic research methods in psychology.	At least 80% of students meet minimum standards of achievement (according to instructor generated rubric).	Research Summary Assignment Research Design In-class activities Test Questions	1D1: 60% 10A: 53% 101: 65% Average: 59%	Give in-class activities and online activities in which research methods are identified and applied prior to final assessment.
To facilitate the development of students' critical thinking skills and to prepare them for successful college transfer.	HUM 115 - #6Develop a plan for developing through the different levels of thinking.	At least 80% of students meet minimum standards of achievement according to Rubric.	Final written plan included in learning portfolio. HUM 115 LC1	LC 1- 75% of students met minimum standards of achievement according to rubric. Percentage includes those who did not submit a plan at all.	Assign plan to complete prior to the last week of class to minimize non-compliance. Plan to be typed and turned in as separate assignment from portfolio.

Grades are not enough as Outcomes
Fall 2010

Instructional Programs: Fall 2010 Outcomes Table

SCHOOL: Developmental Studies

DEPARTMENT: Mathematics 2010-2011

Name: Nina Swink

Purpose: purpose of developmental studies in mathematics is to provide students with the mathematical skills necessary to be successful in the curriculum mathematics course required for their program of study. (Institutional Goals: IIA, IIB, and VD)

Goal	Intended Student-Learning Outcome	Criteria for Success	Assessment Tools	Resources/Cost	Assessment Results/ Outcomes	Use of Results
	Intended Outcome					
To provide students with the mathematical knowledge and skills necessary for their program of study.	Students in developmental math courses will demonstrate they have mastered the mathematical competencies needed to be successful in the next math course Math 050 Math 060 Math 070 Math 080	At least 75% of students successfully completing a developmental math course will make at least a 70 on the exit test.	Exit test		Mat 050 21% Mat 060 66% Mat 070 78% Mat 080 94% Mat 050 and 060 did not meet goal Mat 070 and 080 Met goal.	Extra tutoring. Retest More MML assignments. Review sessions outside of class.

Instructional Programs: Fall 2010 Outcomes Table

Program: Automotive Systems Technology
Div/Dep: School of Vocational and Industrial Technology Programs
Name: Hunter S. Taylor

Course	Intended Student-Learning Outcome	Criteria for Success	Assessment Tools	Assessment Results/Outcomes	Use of Results
AUT 161	<ul style="list-style-type: none"> Student will diagnose and repair automotive electrical problems, including batteries, alternators, starters, and use a wiring diagram to diagnose electrical concerns. 	<ul style="list-style-type: none"> The cumulative task list average for all students who successfully complete this course* will be 75% or higher. 	<ul style="list-style-type: none"> Task checklist 	<ul style="list-style-type: none"> The cumulative task list average for students who successfully completed this course is 93.76%. 	<ul style="list-style-type: none"> Continue to use task list to determine proficiency in automotive diagnosis and repair.
	<ul style="list-style-type: none"> Student will explain Ohm's law, voltage drop, operation of batteries, starter motors, and alternators. 	<ul style="list-style-type: none"> The cumulative final exam average for all students who successfully complete this course* will be 75% or higher. 	<ul style="list-style-type: none"> Final Exam 	<ul style="list-style-type: none"> Goal met. The cumulative final exam score average was 79.46%. 	<ul style="list-style-type: none"> Results were consistent with expectations.

*Students who earn a C or higher in the course.

Instructional Programs: Fall 2010 Outcomes Table

SCHOOL: Nursing and Allied Health
DEPARTMENT: Dental Hygiene - DEN 120/121 Preclinic Dental Hygiene Theory and Lab
Name: Verna High

Program Outcome	Intended Student learning Outcomes	Criteria for success	Assessment Tools	Assessment Results/Outcomes	Use of Results
Students will be provided with the basic skills and knowledge in dental hygiene sciences	Students will provide entry-level dental hygiene services and treatment to the public	Students will complete required course requirements at 77% or better	Course Tests and Requirements Final Exam Special Projects	100% of the students enrolled in the course passed with 77% or better as a final grade	Continue classroom and clinical teaching and grading policies
Students will successfully pass the National Board of Dental Hygiene	Dental Hygiene students will be able to meet competency in all course curriculum with a semester end pass rate of 77% or above	88% of students will pass the course with 77% or better as a final grade	Students will be assigned computerized dental hygiene case studies they have to present to the entire class	100% of the students completed course with 77% or better	Continue classroom and clinical teaching and grading policies
Students will successfully pass a Dental Hygiene Regional Practical Exam	Demonstration and application of knowledge of dental hygiene terminology and instrumentation of dental hygiene	Students have to complete lab proficiencies at mastery level	Instrumentation Practicum	100% of the students completed course with 77% or better 4 students required instrumentation remediation after the Instrumentation Practicum	Provide instrumentation remediation for students as necessary

Instructional Programs: Fall 2010 Outcomes Table

SCHOOL: Nursing and Allied Health
DEPARTMENT: Dental Hygiene - DEN 220/221 Dental Hygiene Theory/Clinic III
Name: Verna High

Program Outcome	Intended Student learning Outcomes	Criteria for success	Assessment Tools	Assessment Results/Outcomes	Use of Results
Students will be provided with the basic skills and knowledge in dental hygiene sciences	Students will provide entry-level dental hygiene services and treatment to the public	Students will complete required course requirements at 77% or better	Course Tests and Requirements Final Exam Special Projects	100% of the students enrolled in the course passed with 77% or better as a final grade	Continue classroom and clinical teaching and grading policies
Students will successfully pass the National Board of Dental Hygiene	Dental Hygiene students will be able to meet competency in all course curriculum with a semester end pass rate of 77% or above	88% of students will pass the course with 77% or better as a final grade	Students will provide dental hygiene treatment to a clinic patient and present the case study to the entire class	100% of the students completed course with 77% or better	Continue classroom and clinical teaching and grading policies
Students will successfully pass a Dental Hygiene Regional Practical Exam	Demonstration and application of knowledge of dental hygiene terminology and instrumentation of dental hygiene	Students have to complete lab proficiencies at mastery level	Instrumentation Practicum	100% of the students completed the course with 77% or better	Provide instrumentation remediation for students as necessary

Instructional Programs: Fall 2010 Outcomes Table

Program: School of Nursing and Allied Health
Div/Dep: Practical Nursing Education (PNE) – NUR 101
Name: Kelly Harvey

Program Outcome	Intended Student learning Outcome	Criteria for success	Assessment Tools	Assessment Results/Outcomes As of 12-15-10; pending final exam	Use of Results
NUR 101 – Practical Nursing I To prepare graduates of the Practical Nursing Education (PNE) curriculum to enter the nursing workforce with the knowledge base and clinical skills necessary to perform at an entry level.	Students will develop an understanding of the classroom, laboratory, and clinical skills necessary to provide competent care to clients.	70% of students will complete course with a “C” or better and “satisfactory” grade in lab and clinical.	Final course grades Lab competency sheets Clinical evaluation tool	78% (18/23) of students who began course are enrolled with a C or better and a satisfactory grade in lab and clinical 3 students withdrew from course (13%) 2students currently have an average grade below a C (9%) for the course	Continue classroom and clinical teaching and grading policies
	Graduates will report the acquisition of knowledge and skills necessary to perform at an entry level position as a practical nurse.	90% of students in course will indicate “Strongly Agree” or “Agree” to question #20 (Overall, I rate this as a very good course) on the	Survey of Student Satisfaction	Student Satisfaction survey results not currently available for Fall 2010	Will continue to evaluate all student surveys for necessary changes.

		Survey of Student Satisfaction for the course.			
	Employers of graduates will report knowledge and skill levels adequate for entry level practical nurses.	Terminal outcome – unable to evaluate at this level	N/A	N/A	N/A
To prepare graduates of the Practical Nursing Education curriculum to pass the National Council Licensure Exam – Practical Nurse (NCLEX-PN) examination.	Students will have access to study and review materials throughout the PNE program to prepare for the NCLEX-PN exam.	100% of students in the course will participate in Assessment Technologies Institute (ATI) assessments during the PN program, with evaluation and remediation provided by nursing faculty.	ATI review materials ATI testing materials	100% of students in course received ATI review materials, participated in testing, and completed ATI remediation as assigned	Continue to use Assessment Technologies Institute (ATI) materials for review and testing in this course
	Students will pass the NCLEX-PN exam on the first attempt.	Terminal outcome – unable to evaluate at this level	N/A	N/A	N/A
To provide student with current and relevant nursing information in an ever-changing healthcare environment.	Nursing faculty will participate in professional development activities that promote current, relevant nursing practice and teaching methods.	100% of nursing faculty will attend at least one professional development activity during the semester.	Professional development certificates Sign-in sheets from HCC and NEWH Nursing Consortium Professional Development activities	All faculty participated in professional development activities during Fall 2010; Laerdal Simulation Workshop provided on-campus	Continue to encourage faculty to participate in professional development, and provide opportunities to attend workshops, other professional development activities.

Instructional Programs: Fall 2010 Outcomes Table

Program: School of Nursing and Allied Health
Div/Dep: Associate Degree Nursing – NUR 111
Name: Kelly Harvey

Program Outcome	Intended Student learning Outcome	Criteria for success	Assessment Tools	Assessment Results/Outcomes	Use of Results
NUR 111 – Introduction to Health Concepts To prepare graduates of the Associate Degree Nursing (ADN) curriculum to enter the nursing workforce with the knowledge base and clinical skills necessary to perform at an entry level.	Students will develop an understanding of the classroom, laboratory, and clinical skills necessary to provide competent care to clients.	70% of students will complete course with a “C” or better and “satisfactory” grade in clinical.	Final course grades Clinical evaluation tool	51% (24/47) of students who began course currently have with a C or better and a satisfactory grade in lab and clinical 9 students withdrew from course (19%) 14 students currently have an average grade below a C (30%) for the course	Evaluate teaching and testing methods; changes planned for admissions to nursing program, including higher GPA and ranking based on TEAS scores and related-course GPA. Will continue to evaluate all student surveys for necessary changes.
	Graduates will report the acquisition of knowledge and skills necessary to perform at an entry level position as a registered nurse.	90% of students in course will indicate “Strongly Agree” or “Agree” to question #20 (Overall, I rate this as a very good course) on the Survey of Student	Survey of Student Satisfaction	Student Satisfaction survey results not currently available for Fall 2010	

		Satisfaction for the course.			
	Employers of graduates will report knowledge and skill levels adequate for entry level registered nurses.	Terminal outcome – unable to evaluate at this level	N/A	N/A	N/A
To prepare graduates of the Associate Degree Nursing curriculum to pass the National Council Licensure Exam – Registered Nurse (NCLEX-RN) examination.	Students will have access to study and review materials throughout the ADN program to prepare for the NCLEX-RN exam.	100% of students in the course will participate in Assessment Technologies Institute (ATI) assessments during the RN program, with evaluation and remediation provided by nursing faculty.	ATI review materials ATI testing materials	100% of students in course received ATI review materials, participated in testing, and completed ATI remediation as assigned	Continue to use ATI materials for review and testing in this course
	Students will pass the NCLEX-RN exam on the first attempt.	Terminal outcome – unable to evaluate at this level	N/A	N/A	N/A
To provide student with current and relevant nursing information in an ever-changing healthcare environment.	Nursing faculty will participate in professional development activities that promote current, relevant nursing practice and teaching methods.	100% of nursing faculty will attend at least one professional development activity during the semester.	Professional development certificates Sign-in sheets from HCC and NEWH Nursing Consortium Professional Development activities	All faculty participated in professional development activities during Fall 2010; Laerdal Simulation Workshop held on-campus	Continue to encourage faculty to participate in professional development, and provide opportunities to attend workshops, other professional development activities.

Instructional Programs: Fall 2010 Outcomes Table

Program: School of Nursing and Allied Health
Div/Dep: Associate Degree Nursing – NUR 211
Name: Kelly Harvey

Program Outcome	Intended Student learning Outcome	Criteria for success	Assessment Tools	Assessment Results/Outcomes	Use of Results
NUR 211 – Health Care Concepts To prepare graduates of the Associate Degree Nursing (ADN) curriculum to enter the nursing workforce with the knowledge base and clinical skills necessary to perform at an entry level.	Students will develop an understanding of the classroom, laboratory, and clinical skills necessary to provide competent care to clients.	70% of students will complete course with a “C” or better and “satisfactory” grade in clinical.	Final course grades Clinical evaluation tool	83.3% (10/12) of students who began course completed with a C or better and a satisfactory grade in clinical 1 student dropped from course due to attendance (8.3%) 1 student received a grade below a C (8.3%) for the course	More than 70% completed course; continue classroom and clinical teaching and grading policies Will continue to evaluate all student surveys for necessary changes.
	Graduates will report the acquisition of knowledge and skills necessary to perform at an entry level position as a registered nurse.	90% of students in course will indicate “Strongly Agree” or “Agree” to question #20 (Overall, I rate this as a very good course) on the	Survey of Student Satisfaction	Student Satisfaction survey results not currently available for Fall 2010	

		Survey of Student Satisfaction for the course.			
	Employers of graduates will report knowledge and skill levels adequate for entry level registered nurses.	Terminal outcome – unable to evaluate at this level	N/A	N/A	N/A
To prepare graduates of the Associate Degree Nursing curriculum to pass the National Council Licensure Exam – Registered Nurse (NCLEX-RN) examination.	Students will have access to study and review materials throughout the ADN program to prepare for the NCLEX-RN exam.	100% of students in the course will participate in Assessment Technologies Institute (ATI) assessments during the RN program, with evaluation and remediation provided by nursing faculty.	ATI review materials ATI testing materials	100% of students in course received ATI review materials, participated in testing, and completed ATI remediation as assigned	Continue to use ATI materials for review and testing in this course
	Students will pass the NCLEX-RN exam on the first attempt.	Terminal outcome – unable to evaluate at this level	N/A	N/A	N/A
To provide student with current and relevant nursing information in an ever-changing healthcare environment.	Nursing faculty will participate in professional development activities that promote current, relevant nursing practice and teaching methods.	100% of nursing faculty will attend at least one professional development activity during the semester.	Professional development certificates Sign-in sheets from HCC and NEWH Nursing Consortium Professional Development activities	All faculty participated in professional development activities during Fall 2010	Continue to encourage faculty to participate in professional development, and provide opportunities to attend workshops, other professional development activities.

Instructional Programs: Fall 2010 Outcomes Table

Distance Learning

Instructional programs: Fall 2010 Outcomes Table

Distance Learning

Program: Associate Degree Nursing
(ACA 118-3D1 – College Study Skills)

Department: Nursing

Name: Kelly Harvey, School Chair – Nursing and Allied Health

Goal	Intended Student-Learning Outcome	Criteria for Success	Assessment Tools	Assessment Results/ Outcomes	Use of Results
To prepare graduates of the Associate Degree Nursing (ADN) curriculum to enter the nursing workforce with the knowledge base and clinical skills necessary to perform at an entry level.	Students will develop an understanding of the classroom, laboratory, and clinical skills necessary to provide competent care to clients.	70% of students entering the program each fall will complete the program with a C or better in each semester, and satisfactory grades in lab and clinical.	Retention rates	85.7% (36/42) completed the course with a C or better. 4.8% (2/42) received a grade below C for the course. 9.5% (4/42) dropped the course.	While the benchmark was met, this course prepares students to meet the challenges of the nursing program, and scores could be improved. Smaller class sizes are planned for future semesters, providing more attention for students. Pre-nursing students are also advised to take this course prior to entry into the NUR-courses.
	Graduates will report the acquisition of knowledge and skills necessary to perform at an entry level position as a registered nurse.	95% of graduates will report satisfaction with the knowledge and skills attained in the program.	HCC Surveys	Results not yet known. Informal feedback was positive.	Changes in content may occur depending on results of surveys.

	Employers of graduates will report knowledge and skill levels adequate for entry level registered nurses.	95% of employers will report satisfaction with the knowledge and skills of graduates from the registered nursing program.	HCC Employer Survey	Students in ACA will not graduate from the nursing program for several semesters.	N/A
To prepare graduates of the Associate Degree Nursing curriculum to pass the National Council Licensure Exam – Registered Nurse (NCLEX-RN).	Students will have access to study and review materials throughout the ADN program to prepare for the NCLEX-RN. Students will pass the NCLEX-RN on the first attempt.	100% of students will participate in Assessment Technologies Institute (ATI) assessments during the RN program, with evaluation and remediation provided by nursing faculty. 90% of students will pass the NCLEX-RN on the first attempt.	ATI assessments and remediation plans NCLEX-RN pass rates from NC Board of Nursing	ATI is not used in the ACA courses. Terminal objective – not able to evaluate at this time.	Students requested more TEAS (Test of Essential Academic Skills) preparation be included in the ACA 118 course. This is being considered at this time. N/A

Instructional Programs: Fall 2010 Outcomes Table

Distance Learning

Program: Accounting
Department: Business
Name: Rhonda Segars

Goal	<u>Intended Student-Learning Outcome</u>	Criteria for Success	Assessment Tools	Assessment Results/ Outcomes	Use of Results
ACC 220 To provide students with the knowledge and skills necessary for employment and growth in the accounting field.	Students will apply a comprehensive knowledge of generally accepted accounting principles that is appropriate in the recording and reporting of financial information necessary for gaining and maintaining employment in the accounting field.	80% of ACC 220 students who submit a comprehensive problem, will score at least 80% on the comprehensive problem, which has been developed using all the key concepts learned and practiced throughout the semester.	Comprehensive Problem	Students in ACC 220, met the criteria for success. One hundred percent of the ACC 220 students scored 80% or better to meet this goal.	Continue to instruct using successful methods.
ACC 140 To provide students with the knowledge and skills necessary for employment and growth in the accounting field	Students will apply skills learned to build financial statements and managerial reports for business	80% of ACC 140 students who submit a project, will score at least 80% on the payroll project, which has been developed using all the key concepts learned and practiced throughout the semester.	Payroll Project	Students in Acc 140 met the criteria for success. One hundred percent scored an 80 or better on the payroll project.	Continue to instruct using successful methods.

Instructional Programs: Fall 2010 Outcomes Table

Distance Learning

Program: College Transfer
Department: Science
Name: Dr. Julie M. Galvin

Goal	Intended Student-Learning Outcome	Criteria for Success	Assessment Tools	Assessment Results/ Outcomes	Use of Results
BIO 111: College-Transfer students will employ the creative, rhetorical, technical, mathematic, scientific, and critical-thinking skills needed to succeed in a baccalaureate program.	Students will be able to write a scientific lab report.	80% of completers measured will obtain at least 85% on report.	Rubric for scientific lab report	64% of completers obtained at least 85% on report.	A critical component of a lab report is graphing data. Students were not as successful in the online course in this area as compared to seated courses. In seated courses, a LAC excel workshop scheduled during lab time is utilized to develop the skills necessary to graph. However, mandatory on campus meetings are not permitted in DL courses. Alternate forms of providing graphing skills will be incorporated and delivered to students online.

Instructional Programs: Fall 2010 Outcomes Table

Distance Learning

Program: College Transfer
Department: Science
Name: Sarah Lyttle Terry Wheeler

Goal	Intended Student-Learning Outcome	Criteria for Success	Assessment Tools	Assessment Results/ Outcomes	Use of Results
BIO 168: College-Transfer students will employ the creative, rhetorical, technical, mathematic, scientific, and critical-thinking skills needed to succeed in a baccalaureate program.	The student will successfully operate the microscope and use equipment to take measurements of specific variables. (Psychomotor)	80% of completers measured will obtain at least 70% on lab practical.	Lab Practicum 1	68% of completers obtained at least 70% on lab practical.	A critical component of studying science is the ability to use the microscope. Students were not as successful as hoped on the first lab practical which addressed the use of the microscope. An opportunity for microscope remediation was offered in the form of an open lab and additional “microscope use” PowerPoints were posted on Blackboard. In the future, the North Carolina Learning Object Repository will be explored for additional online resources to aid in the use of the microscope.

Instructional Programs: Fall 2010 Outcomes Table

Distance Learning

Program: Basic Law Enforcement Technology
Department: Criminal Justice
Name: Wes Terry

Goal	Intended Student-Learning Outcome	Criteria for Success	Assessment Tools	Resources/ Cost	Assessment Results / Outcomes	Use of Results
<p>Provide a strong technical training program which enables the successful student to achieve state certification and relative employment as a law enforcement officer.</p>	<p>The cadet will acquire knowledge of all thirty-five instructional topics within the program as demonstrated on individual topic tests and the comprehensive state exam qualifying the student for state certification. (Knowledge)</p> <p>The cadet will be able to integrate composite knowledge to successfully perform and demonstrate all prescribed practical program exercises. (Skill)</p>	<p>85% of Basic Law Enforcement Training (BLET) graduates will achieve an overall passing score on the state BLET exam.</p> <p>100% of graduates will complete all 35 topic test with a grade of 70% or better.</p> <p>85% of BLET graduates will achieve an overall passing score on the state BLET exam.</p>	<p>Weekly assessment exams will be administered which covers all topical instructions for the previous period of instruction.</p>		<p>Overall Passing rate of state exam is 92%; however, students passing state exam on 1st. attempt is 67% which must be increased at a minimum of 10%.</p> <p>100% of students meeting state requirements to sit for state exam have completed all 35 block topic tests with a score of at least 70%</p>	<p>Results have been impetus to raise block test grades to 75 pass rate; institute revised entry level reading test to 10th. grade minimum as entry criteria; extend classroom instruction to prepare for state exam.</p> <p>Beginning Fall, 2010, minimum pass rate for each of the block tests will be raised to 75% in order to enhance overall program quality.</p>

Instructional Programs: Fall 2010 Outcomes Table

Distance Learning

Program: School of Vocational & Industrial Technology
Department: Industrial Systems Technology
Name: Matt Freeman

Goal	Intended Student-Learning Outcome	Criteria for Success	Assessment Tools	Assessment Results/ Outcomes	Use of Results
BPR 111 Blueprint Reading: To introduce the student to the basic principles of blueprint reading. Topics include orthographic projections, dimensioning methods, and different types of industrial drawings.	The student will acquire knowledge of the basic principles of blueprint reading as demonstrated on individual topic tests, quizzes or submission of review questions.	85% of students will complete all topic tests with a grade of 70% or better.	Weekly assessment assignments including quizzes, drawings, or review questions which cover the topical material for the previous period of instruction.	Did not meet. 75% completed all topic tests with grade of 70% or better.	Introduced new “Write In” text book during Fall 2010 Semester, also began implementing HCC Distance Learning Student – Instructor On Line Contact Policy. Other areas for indentified for improvement would be the use of Blackboard Discussion Forum and other Blackboard features that will enhance a student’s ability to successfully meet the course requirements. Items include integration of SoftChalk lessons with more links to websites such as YouTube to examine and amplify topics presented during course. Also, instructor is enrolling in Professional development opportunities to better understand the features of available HCC technical resources to improve
	The student will be able to integrate the basic knowledge to successfully demonstrate practical skills of interpreting actual realistic industrial prints.	85% of students will complete all skills tests with a passing score.	Weekly assessments using real industrial style prints.	Did not meet. 75% completed a skills test demonstrating application of basic principles of blueprint reading.	

<p>ISC 112 Industrial Safety: To introduce the student to the principles of industrial safety. Topics include industrial safety, OSHA, and environmental regulations.</p>	<p>The student will acquire basic industrial safety, health, and OSHA knowledge and upon completion be able to demonstrate knowledge of a safe working environment and OSHA compliance.</p>	<p>85% of students will complete all topic test and assignments with an average score of 70% or better.</p>	<p>Weekly assessment assignments including quizzes, discussion forums or review questions which cover the topical material for the previous period of instruction</p>	<p>Did not meet: 80% of students completed all topic tests with an average score of 70% or better.</p>	<p>course.</p> <p>Began implementing HCC Distance Learning Student – Instructor On Line Contact Policy.</p> <p>Other areas for indentified for improvement would be the use of Blackboard Discussion Forum and other Blackboard features that will enhance a student’s ability to successfully meet the course requirements. Items include integration of SoftChalk lessons with more links to websites such as YouTube to examine and amplify topics presented during course.</p> <p>Also, instructor is enrolling in Professional development opportunities to better understand the features of available HCC technical resources to improve course.</p>
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Instructional Programs: Fall 2010 Outcomes Table

Distance Learning

Program: Distance Learning and Seated
Department: Business Administration
Name: Bessie I. Reed-Moore

Goal	<u>Intended Student-Learning Outcome</u>	Criteria for Success	Assessment Tools	Assessment Results/ Outcomes	Use of Results
BUS-110 Introduction to Business-	Students should be able to demonstrate an understanding of business concepts as a foundation for studying other business subjects and making themselves competitive in the job market.	<u>80%</u> of students will complete the transfer course "Introduction to Business," with a grade of C or better.	Lectures Group Projects Discussion Board Report Writing Test/Quizzes	95% of students completed this course with a grade of "C" or better.	Continuous implementation of diversity in teaching methods is designed to reach all students no matter what level they are on. These teaching methods, i.e. Lectures, Group Projects, Discussion Board, Report Writing and Test are innovative concepts in teaching and learning solutions designed to best reach today's students.

Instructional Programs – Fall 2010 Outcomes Table

Distance Learning

Program: Business Administration - School of Business
Department: Business Administration – Business Law I (BUS 115)
Name: Wendy Chiesa, Adjunct Instructor

Goal	<u>Intended Student-Learning Outcomes</u>	Criteria for Success	Assessment Tools	Assessment Results/ Outcomes	Use of Results
<p>To provide students with the knowledge needed to successfully complete Business law I, and giving students the knowledge needed for business and personal applications.</p>	<p><u>Course Learning outcomes for BUS115:</u></p> <ol style="list-style-type: none"> 1. An awareness of one’s legal rights and responsibilities. 2. An ability to apply legal principles to solve business, employment, and consumer problems. 3. An acquaintance with legal remedies available to all citizens. 4. The will be able to develop and evaluate a legal business document 5. The student will be able to analyze a business contract. 6. Summarize the different elements to a contract. 7. Defining the Law, Morality, and Ethics 8. Differentiate and define the types of Ethical Theories. 9. What are the Social Responsibility of the Business Sector 10. Explain the Relationship Between Law and Ethics 11. Distinguish between the will theory and the formalist theory of contract law. 12. Identify the six elements of a contract. 13. Explain the place of the UCC in contract law. 14. Distinguish contracts from other agreements made 	<p>At least 80% of the students will have a final course grade of at least 70% or better.</p>	<p>Weekly assessments consisting of online discussions, homework assignments, and quizzes will be administered, covering all topics for the previous period of instruction.</p> <p>Students’ final GPA will be used as the final measure for attainment of the goal.</p>	<p>89 % of students earned a final course grade of at least 70% or more.</p>	<p>The data gathered along with student feedback as identified in the students’ final course reflection paper will be used for course improvement.</p> <p>Course improvements will consist of revisions to the syllabus, course content, course assignments, and pedagogy to address any deficiencies in the course.</p>

	<p>between different parties.</p> <p>15. Explain the concept of privity and contract law.</p> <p>16. Explain the nature of valid, void, voidable, and unenforceable contracts.</p> <p>17. Contrast unilateral and bilateral contractual arrangements.</p> <p>18. Outline the difference between express and implied contracts.</p> <p>19. Discuss the difference between quasi-contracts and implied-in-fact contracts.</p> <p>20. Explain how executory contracts differ from executed contracts.</p>				
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Instructional Programs – Fall 2010 Outcomes Table

Distance Learning

Program: School of Arts & Sciences
Department: English - BUS 260
Name: SANDRA WEDEN

Goal	Intended Student-Learning Outcome	Criteria for Success	Assessment Tools	Assessment Results/ Outcomes	Use of Results
<p>Bus 260 This course is designed to help the student acquire skills in writing business communications. Emphasis is placed on business reports, correspondence, and professional presentations.</p>	<p>Upon completion, students should be able to communicate effectively in the work place.</p>	<p>Ability to utilize grammatical rules associated with writing of all documents submitted;</p> <p>85% of students will foster the ability to correctly format specific assignments;</p> <p>85% of students will master the ability to successfully revise material For final grade</p>	<p><input type="checkbox"/> Edit at least two pieces of correspondence</p> <p><input type="checkbox"/> Compose and submit a variety of business correspondence which may include routine messages, bad-news letters, adjustment letters, and persuasive letters.</p> <p><input type="checkbox"/> Prepare an up-to-date, practical resume.</p> <p><input type="checkbox"/> Develop a career plan or a</p>	<p>Students utilized grammatical rules</p> <p>As specified in syllabus, projects requirement was met sufficiently</p> <p>Students composed 9 projects for semester. Nine students were in class and 8 completed task 1-9 88% of special assignments</p> <p>88% (8/9 students completed all work for final grade</p>	<p>Review implementation of course content with continuous work in same program format</p>

			retirement plan based on your personal goals and aspirations.	88% completed resume	
			<p>2 grammar assessment tests with numerical grade;</p> <p>Continuous assessments of grammar based on all projects submitted and progression of student ability;</p> <p>Professional revision of documents using differing formats required in world of work;</p>		

Instructional Programs - 2010 Outcomes Table

Distance Learning

Program: Distance Learning
Department: BUSINESS ADMINISTRATION (BUS 137; 147; 121; 225; 230; 116; MKT 120; ECO 251; 252)
Name: BALOGUN, LATEEF

Purpose: The Business Administration curriculum is designed to introduce students to the various aspects of the free enterprise system. Students will be provided with a fundamental knowledge of business functions, processes, and an understanding of business organizations in today's global economy.

Course work includes business concepts such as accounting, business law, economics, management, and marketing. Skills related to the application of these concepts are developed through the study of computer applications, communication, team building, and decision making.

Through these skills, students will have a sound business education base for lifelong learning. Graduates are prepared for employment opportunities in government agencies, financial institutions, and business or industry, be it large or small.

Goal	Intended Student-Learning Outcome	Criteria for Success	Assessment Tools	Assessment Results/ Outcomes	Use of Results
Students in these courses	BUS 137- This course is designed to be an overview of the major functions of management. Emphasis is placed on planning, organizing, controlling, directing, and communicating. Upon completion, the student should be able to work as a contributing member of a team utilizing these functions of management. Theories and styles of management and other empirical studies shall be discussed.	Students must achieve a passing grade of "c" or 65% on all assessments to be deemed successful in each of the online courses.	Discussion forum Test Essay writing Project Homework-assignment	75% of students in these courses achieved a grade of "C" or better	Continuous review and emphasis in the following areas: <ul style="list-style-type: none"> • writing skills • communication skills • computer skills • interpersonal skills • time management skills • independence • information search skills on the world wide web • research skills

	<p>BUS -147-</p> <ol style="list-style-type: none"> 1. Students will be able to explain the different risks involved in operating a business and in their personal life. 2. Students will be able to explain the different hazards and perils in business. 3. Be able to identify the kinds of properties subject to loss and the types of losses that may occur. <p>BUS -121-</p> <ol style="list-style-type: none"> 1. Perform conversions of decimals, percentages, and fractions 2. Define the "Portion formula" used in percentage applications 3. Solve problems using the "portion formula" 4. Calculate percentage changes 5. Explain trade and cash discounts 6. Define various credit and transportation terms 7. Calculate markup based on cost and convert to markup on selling price 8. Calculate dollar markups and markdowns based on selling price 9. Compare and contrast various payroll periods 10. Define various payroll deductions and taxes <p>BUS-225</p> <p>- The student will be able to critically analyze financial portfolios</p> <ol style="list-style-type: none"> 1. The student will be able to assess the 				<ul style="list-style-type: none"> • knowledge of basic economic principles and its implication on daily life . • business mathematical concepts skills
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	<p>socioeconomic impact of public and private investments.</p> <p>2. The student will answer with 70% accuracy questions related to each of the units covered in the text.</p> <p>3. The student will Understand how a business manages its assets, liabilities, and equity to produce a good or service.</p> <p>4. The student will Demonstrate how a business invest its excess cash.</p> <p>5. The student will have an understanding of the financial institution.</p> <p>6. The student will have an understanding of the financial markets.</p> <p>7. Explain how a business can maximize its profits.</p> <p>8. Describe how a manager manages short-term assets, such as cash, accounts receivable, and inventory.</p> <p>9. Understanding the different types of budgets and budgeting procedures.</p> <p>BUS -230- Students will be able to: To understand where business is headed in the next five to ten years. To learn how you can fit in, survive, and prosper in business. To brainstorm a clear picture of success in small business. To be able to identify successful and unsuccessful businesses in your community. To discover your personal strengths. To improve your information gathering</p>				
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	<p>skills.</p> <p>To expand your knowledge of small business through interviewing small business owners.</p> <p>To understand how to analyze the potential for small business success by applying the life cycle yardstick to industries, products, services, and locations</p> <p>BUS -116</p> <p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Explain the Relationship Between Law and Ethics 2. Distinguish between the will theory and the formalist theory of contract law. 3. Identify the six elements of a contract. 4. Explain the place of the UCC in contract law. 5. Distinguish contracts from other agreements made between different parties. 6. Explain the concept of privity and contract law. 7. Explain the nature of valid, void, voidable, and unenforceable contracts. 8. Contrast unilateral and bilateral contractual arrangements. 9. Outline the difference between express and implied contracts. 10. Discuss the difference between quasi-contracts and implied-in-fact contracts. 				
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	<p>11.Explain how executory contracts differ from executed contracts.</p> <p>MKT -120- Students will be able to:</p> <ol style="list-style-type: none"> 1. Define the term "marketing" 2. Describe four marketing management philosophies 3. Discuss the differences between sales and market orientations 4. Describe several reasons for studying marketing 5. Understand the importance of strategic marketing and know a basic outline for a marketing plan 6. Develop an appropriate business mission statement 7. Identify sources of competitive advantage 8. Explain the components of a situation analysis <p>ECO -251 Students will be able to:</p> <ol style="list-style-type: none"> 1. Explain how economics is about allocation of scarce resources 2. Define what a tradeoff is and why people face a tradeoff 3. What is Opportunity Cost 4. How is marginal reasoning used in making decisions 5. Impact of incentives and how it affects ones behavior 6. Analyze trade among people and nations can benefit everyone. 				
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	<p>7. Identify the different types of markets in our economy</p> <p>8. What determines some trends in the overall economy</p> <p>9. What are the different branches of economics</p> <p>10. What are the different players in a market economy.</p> <p>ECO 252</p> <p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Appreciate the interdependence of a market-directed economic system and illustrate this interdependence using the circular flow diagram. 2. Explain the basic equality between total spending and total receipts and between real output and real income. 3. Explain how the basic questions of macroeconomics are automatically answered by the market process. 4. Explain the function of money and the indispensable role it plays in the operation of an economic system. 5. Describe the U.S. money, including the importance of checkable deposits. 6. Describe the American banking system and how it works. 7. Understanding the Federal Reserve System and how it functions. 8. Understand the Depository Institutions Deregulation and Monetary Control Act of 1980 and its impact on the nation's money and banking scene. 				
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Instructional Programs – Fall 2010 Outcomes Table

Distance Learning

Program: College Transfer – School of Arts & Science
Department: Science (CHM 151)
Name: Kristen Kilpatrick

Goal	Intended Student-Learning Outcome	Criteria for Success	Assessment Tools	Assessment Results/ Outcomes	Use of Results
College-Transfer students will employ the creative, rhetorical, technical, mathematic, scientific, and critical-thinking skills needed to succeed in a baccalaureate program.	The student will acquire the ability to solve qualitative and quantitative problems.	80% of completers measured will obtain at least 70% average on unit quizzes.	There are 8 module quizzes given over the course of the semester.	69% of completers obtained at least 70% on unit quizzes.	Implementation of practice testing. Students will have the opportunity to take ungraded practice tests to evaluate their understanding of the material before the unit quizzes are posted. The practice tests will have the answers provided.

Instructional Programs – Fall 2010 Outcomes Table

Distance Learning

Program: School of Business
Department: Computer Information Technology (CIS 110)
Name: Debra Dickens, Instructor

Goal	Intended Student-Learning Outcomes	Criteria for Success	Assessment Tools	Assessment Results/ Outcomes	Use of Results
<p>Courses (involved) Introduction to Computers, CIS-110 Course work will develop a student's understanding and ability to communicate technical issues related to computer hardware, software, and networks in a manner that computer users can understand in business or educational setting.</p>	<p>Knowledge: This course introduces computer concepts, including fundamental functions and operations of the computer. Topics include identification of hardware components, basic computer operations, security issues, and use of software applications. Skills: Students should be able to use distance learning tools, the Internet including search options, use various application software and make decisions regarding technology requirements for personal use.</p>	<p>Meeting Course objectives outlined for each week during the 16 week Semester. Upon completion, students should be able to demonstrate an understanding of the role and function of computers and use the computer to solve problems. Students who complete this course with an 80% or better will be able to proceed to courses in Hardware and Software Support, Spreadsheets, Database Concepts and Operating Systems Concepts with ease and be competent in basic computer skills in the workplace.</p>	<p>Course work includes, Discussion Forums, Online Assignments, Class Discussion, Chapter Test and Exams. Example: Viewing a Video of a World Wide Web Conference and then Discussion on one of the Topics covered in the Video. Example 2: Taking a shopping list with hardware and software requirements to find the best options for an Online Assignment.</p>	<p>The measurements say that the students do have the skills necessary to adapt to changing technology and research new computer technology, when needed. 91% of students taking this course were able to meet the minimum requirements to pass the course and 79% maintained Criteria for Success.</p>	<p>Results from test demonstrate that there is a wide range in the level of skill by students. Some students need more help and it is best with this help is available at the outset. More detail and availability of the Instructor will be provided in early lesson plans to be sure that these students get off to a good start. Creating more options for the completion of some assignments allows students with weak computer skills to still have a successful outcome.</p>

Instructional Programs – Fall 2010 Outcomes Table

Distance Learning

Program: Distance Learning – School of Business
Department: Computer Information Systems (CIS 111)
Name: Razina Boursiquot-Dixon

Goal	Intended Student-Learning Outcome	Criteria for Success	Assessment Tools	Assessment Results/ Outcomes	Use of Results
To prepare students so they can effectively utilize Microsoft Office 2007 Applications.	Students will compare favorably with students in similar programs; Students will be able to demonstrate the basic use of the following applications (Microsoft Word, Microsoft Excel, Microsoft Access and PowerPoint) and be able to successfully send an email.	The average score of the course will be compared against comparable courses within the college, as well as similar online courses that focus on the Microsoft Office 2007 Applications; How successful are students when they complete the course as measured to their peers within the college and within the region/state.	Weekly Discussion Forum; Questions posted or emailed to the Instructor; Weekly Assignments; Demonstrations of Concepts and Skills; Final Comprehensive Integrated Project	Students demonstrated a strong understanding of the Microsoft Office Functions; Students demonstrated basic understanding of the functions.	Results will be evaluated to determine if additional practice skills assignments should be added to the syllabus; Due Dates for each skill assignment will be evaluated, as well as the details regarding each assignment, if 15% or more of the students do not submit assignment on time. This could indicate that students may need more time to grasp the concepts noted in the text.

Instructional Programs – Fall 2010 Outcomes Table

Distance Learning

Program: Distance Learning – School of Business
Department: Computer Information Systems (CIS 113)
Name: Razina Boursiquot-Dixon

Goal	Intended Student-Learning Outcome	Criteria for Success	Assessment Tools	Assessment Results/ Outcomes	Use of Results
<p>To prepare students so they can effectively utilize Microsoft Office 2007 Applications in their career and/or other HCC courses.</p>	<p>Students will compare favorably with students in similar programs ; Students will be able to demonstrate the basic use of the following applications (Microsoft Word, Microsoft Excel, Microsoft Access and PowerPoint) and be able to successfully send an email; Students will be able to transfer these skills or demonstrate these skills when seeking employment.</p>	<p>The average score of the course will be compared against comparable courses within the college, as well as similar online courses that focus on the Microsoft Office 2007 Applications; How successful are students when they complete the course as measured to their peers within the college and within the region?</p>	<p>Weekly Discussion Forum; Questions posted or emailed to the Instructor; Weekly Assignments; Demonstrations of Concepts and Skills; Final Comprehensive Integrated Project</p>	<p>% of students that earn a B or above in the course demonstrate a strong understanding of the Microsoft Office Functions; % of students that earn a C demonstrate a basic understanding of the functions; % of students who apply and get an internship or entry level job in and Office environment due to the completion of this course.</p>	<p>Results will be evaluated in May 2011 to determine if additional practice skills assignments should be added to the syllabus;</p> <p>Due Dates will be evaluated, as well as the details regarding each assignment, if 15% or more of the students do not submit assignment on time. This could indicate that students may need more time to grasp the concepts noted in the text or may need more lab time.</p>

Instructional Programs - 2010 Outcomes Table

Distance Learning

Program: Distance Learning – School of Business
Department: Computer Information Technology Program
Name: Emmanuel U. Obi

Goal	Intended Student-Learning Outcome	Criteria for Success	Assessment Tools	Assessment Results/ Outcomes	Use of Results
DBA 110 Database Concepts. This goal of the course is to introduce database design and creation using a DBMS product. Emphasis is placed on data dictionaries, normalization, data integrity, data modeling and creation of simple tables, queries, reports, and forms.	Upon completion, students should be able to design and implement normalized database structures by creating simple database tables, queries reports and forms.	85% of the students should pass the course with a grade of “C” .Students are expected to successfully complete 3 labs where they should be able to identify primary keys, relationships within a relational database, write relational schema and formulate queries and tune DBMS for optimal performance.	Weekly multiple choice quizzes,3 comprehensive module examinations, and 3 group labs.	100% of the students passed with a grade of “C” or higher.	The syllabus will be revised and a data modeling software introduce so that students can have actual hand-s on experience by using available DBMS software.
CTS 285 Systems	Upon completion,	85% of the students should pass this	Weekly Case Projects	100% of the students passed the	Students are now better equipped to be able to actually manage a mini

<p>Analysis and Design..</p> <p>The goal of this course is to introduce established and evolving methodologies for the analysis, Design and development of an information system. Emphasis is placed on system characteristics, managing projects, prototyping, CASE/OOM tools, and systems development life cycle phases.</p>	<p>students should be able to analyze a problem and design an appropriate solution using a combination of tools and techniques.</p>	<p>course with a grade of “C” or better.</p>	<p>Four Multiple Choice Exams Discussion Board.</p>	<p>course with a grade of “C” or higher.</p>	<p>systems project with minimal or no instructor assistance. They will get this opportunity to actually design and implement a mini project in CTS 289.</p>
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Instructional Programs – Fall 2010 Outcomes Table

Distance Learning

Program: Distance Learning - School of Business
Department: Computer Information Technology (CTS 130)
Name: Debra Dickens, CTS-130 Spreadsheets

Goal	<u>Intended Student-Learning Outcomes</u>	Criteria for Success	Assessment Tools	Assessment Results/ Outcomes	Use of Results
<p>Courses (involved) Spreadsheets CTS-130 Course work will create a student's understanding and ability to develop basic spreadsheets. The goals include preparing students to use spreadsheets in future accounting courses and in the workplace.</p>	<p>Knowledge: This course introduces spreadsheet concepts and the use of MS Excel. Topics include writing formulas, using functions, enhancing spreadsheets, creating charts, and printing. Upon completion, students should be able to design and print basic spreadsheets and charts. Skills: Students should be able to create and use spreadsheets for data manipulation. They should also be able to present the data in a manner that would be professional and visually demonstrate information.</p>	<p>Meeting Course objectives outlined for each week during the 16 week Semester. Upon completion, students should be able to demonstrate their knowledge of functions, formulas, charts used to display data. Students who complete this course with an 80% or better will be able to proceed to courses in Accounting Spreadsheets with ease and be competent in use of spreadsheets, charts and graphs in the workplace.</p>	<p>Course work includes, Discussion Forums, Online Assignments, Class Discussion, Chapter Test and Exams. Example: Using sample data from a rental company to calculate the rent amounts due and using charts in a professional manner. Example 2: Creating formulas for payments to determine the best choice for a family when looking at multiple mortgage options.</p>	<p>The measurements say that the students do have the skills necessary to create professional looking spreadsheets when needed. 100% of students taking this course were able to meet the minimum requirements to pass the course and 91% maintained Criteria for Success.</p>	<p>Results from test demonstrate that there is a wide range in the level of skill by students. Some students need more help and it is best with this help is available at the outset. More detail and time spent on using Blackboard, MS Excel, file storage and naming at the outset. Creating more data sets directly related to the students to be used for assignments with students to help make the class time more meaningful.</p>

Instructional Programs – Fall 2010 Outcomes Table

Distance Learning

Program: Distance Learning – School of Business
Department: Interior Design (DES 250; 235) (Online)
Name: Alice Vaughan

Goal	Intended Student-Learning Outcome	Criteria for Success	Assessment Tools	Assessment Results/ Outcomes	Use of Results
<p>DES 250—Store Planning</p> <p>Students will be able to plan a store interior given established requirements for retail lighting, fixtures, and visual merchandising.</p>	<p>Provide projects to produce and enhance critical thinking skills to include visual merchandiser’s work with the real world retail practices and strategies that drive presentation today.</p>	<p>At least 90% of students will be proficient in using the internet to research and discuss up-to-date materials that are used in the market today and to be able to present their results.</p>	<ul style="list-style-type: none"> ✓ Discussion board ✓ Internet ✓ Presentation skills 	<ul style="list-style-type: none"> • 100% of students completed discussion boards in Blackboard using the internet to find and research to complete their assignments/projects. • 100% of students created PowerPoint presentations to show real world retail practices. 	<ul style="list-style-type: none"> • Assessment was met; however, some students were unclear how to use the discussion board. Will evaluate a more in-depth perception of how to complete a discussion board. • Some students were unclear of how to create a PowerPoint presentation; will include detailed instructions of how to use PowerPoint. • Will continue to provide websites to add in-depth visual and factual enrichment.
	<p>Provide basic knowledge of the retail field and understand the creative role in retail organization.</p>	<p>At least 90 % of students will complete essays, using the internet and Microsoft <i>Word</i> and complete chapter quizzes on</p>	<ul style="list-style-type: none"> ✓ Comparison Essays ✓ Quizzes ✓ Textbook ✓ Blackboard 	<p>100% of students completed the comparison essays assigned. 100% of students completed chapter</p>	<ul style="list-style-type: none"> • Assessment was met. Will continue to revise and update to include more comparison essays. • Develop new levels of judgment that will serve the

		Blackboard		quizzes on Blackboard.	student later for job placement.
DES 235— Products Students will be able to recognize and use correct terminology, select appropriate materials for interior surfaces, and choose furniture based on sound construction.	Interpret and apply computerized information to review and discuss up-to-date materials in the market today.	At least 80% of students will be proficient in using the internet to research and discuss up-to-date materials that are used in the market today.	<ul style="list-style-type: none"> ✓ Discussion board ✓ Internet ✓ 	<ul style="list-style-type: none"> • 100% of students completed discussion boards in Blackboard using the internet to find and research up-to-date materials that are used in the market today. 	<ul style="list-style-type: none"> • Assessment was met; however, some students were unclear how to use the discussion board. Will evaluate a more in-depth perception of how to complete a discussion board.
	Understand the environmental concerns with the future of the environment.	At least 80 % of students will complete an essay, using the internet and <i>Word</i> on environmental concerns with the future of the environment.	<ul style="list-style-type: none"> ✓ Essay 	<ul style="list-style-type: none"> • 59% of students completed the project assigned. 	<ul style="list-style-type: none"> • Assessment was not met. Most students were unclear they had to submit the assignment by the due date. It seemed the assignment was too early in the semester. Will revise for students to complete the assignment at a later date during the semester.
	Identify and understand the terminology of the appropriate materials for interior surfaces and choose furniture based on sound construction.	At least 90% of students will complete chapter quizzes on Blackboard.	<ul style="list-style-type: none"> ✓ Textbook ✓ Blackboard 	<ul style="list-style-type: none"> • 100% of students completed chapter quizzes on Blackboard. 	<ul style="list-style-type: none"> • Assessment was met; however, student's average grade was a 75. Will re-assess on a better method to try to encourage students to improve percentage on quizzes.

Instructional Programs – Fall 2010 Outcomes Table

Distance Learning

Program: Distance Learning – School of Business
Department: Advertising & Graphic Design (DES 135; GRA 151)
Name: Gloria Tysinger

Goal: Students will acquire knowledge of graphic design process, technology, and presentation concepts preparing for diverse work environments. Students will employ creative, critical-thinking, and articulation skills needed to succeed in diverse Advertising and Graphic Design careers.

Goal	Intended Student-Learning Outcome	Criteria for Success	Assessment Tools	Assessment Results/Outcomes	Use of Results
DES 135	Upon successful completion of the course, the student will be able to: apply the Basic Design process to class work to solve problems, using traditional tactile media and also utilize Microsoft Word and PowerPoint, HCC Blackboard and class file exchange,	Student articulates the Basic Design Process using a variety of traditional media projects Each student will have posted to HCC Blackboard in both Discussion Board and Class File Exchange Students work the Basic Design Process even when the end product is unclear at points in	Daily focus group technique review Daily focus group discussions Weekly small group discussions Review Discussion Board and Class File Exchange, and course statistics in HCC Blackboard at midterm and end of semester	Participation by 90% of students becomes more open Daily focus group discussions include 90% of students Instructor will review Course statistics in HCC Blackboard at midterm and end of semester Individual discussions of design process,	More student presentations that combine traditional and digital projects will be implemented. Continue daily focus group conversations but increase the number of teacher/student one on one informal conversations throughout studio time Continue to focus on abstraction as a defining component of student problem statement and to force the exploration of different media

		<p>the decision making</p> <p>A traditional studio structure be established for students that simulates the multi-dynamics of the creative graphics workplace</p>	<p>Midterm & end of semester Exit Interviews</p> <p>Students will complete on-line course evaluations On line in 2010.</p> <p>Reactions of audiences to display of student design solutions in weekly displays, online venues and gallery shows</p> <p>Wide variety of media is mandated in the solution of projects</p>	<p>review of student portfolio, and posted midterm grades by instructor with 100% of students making a C or better in the course</p> <p>Review percentage of students completing course evaluation on line in 2010 to the number of students completing the document in Fall 2011.</p> <p>Two HCC students have entries in the NCCCS art show</p> <p>Students interact with each other asking advice and giving criticism to each other during the process</p>	<p>Exploration of traditional materials, combined with research resources of the Internet are a required component of each design process and project</p> <p>Continue to display gallery shows and enter area exhibits and contests</p>
GRA 151	Student must articulate the Basic Design	Student articulates the Basic Design	Daily focus group technique	Participation by students becomes	

	<p>Process</p> <p>Student will utilize MAC Operating Systems, & HCC Blackboard.</p> <p>Students will investigate Adobe Creative Suite programs.</p>	<p>Process</p> <p>Each student will have posted to HCC Blackboard in both Discussion Board and Class File Exchange</p> <p>Student selects raster or vector software based on what is best for problem statement. Students will complete projects in PowerPoint, Photoshop, InDesign, and Illustrator on the Macintosh Operating System.</p>	<p>review</p> <p>Daily focus group discussions</p> <p>Weekly small group discussions</p> <p>Review Discussion Board and Class File Exchange</p> <p>Midterm & end of semester Exit Interviews</p> <p>Students will complete on-line course evaluations On line in 2010.</p>	<p>more open</p> <p>Daily focus group discussions</p> <p>Review Course statistics in HCC Blackboard</p> <p>Individual discussions of design process, review of student portfolio, and posted midterm grades</p> <p>Review percentage of students completing course evaluation on line in 2010 to the number of students completing the document in Fall 2011.</p>	<p>Continue daily focus group conversations but increase the number of teacher/student one on one informal conversations throughout studio time.</p> <p>Introduce Photoshop, InDesign, and Illustrator in first half of the semester</p>
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Instructional Programs – Fall 2010 Outcomes Table
Distance Learning

SCHOOL: School of Legal and Public Service Technology
DEPARTMENT: Early Childhood Education- EDU271 Educational Technology
Name: Ellen Grant

Goal	Intended Student-Learning Outcome Intended Outcome	Criteria for Success	Assessment Tools	Resources /Cost	Assessment Results/ Outcomes	Use of Results
This course introduces the use of technology to enhance teaching and learning in all educational settings.	Upon completion, students should be able to apply technology enhanced instructional strategies, use a variety of technology resources and demonstrate appropriate technology skills in educational environments	Performance will be assessed and based on student completion of reading and writing assignments, projects, portfolio, discussion board forums, and quizzes.	Grades are weighted as follows: Quizzes 20% Discussion Board Forums 20% Writing Assignments and Online Assignments 10% In the Lab Projects 30% Portfolio 20%		Student's quality of work and understanding of the subject matter will be reviewed throughout the semester and adjustments will be made to the course to ensure the students understand the technology.	Revise the syllabus to correct any deficiency.

Instructional Programs – Fall 2010 Outcomes Table
Distance Learning

Program: Distance Learning – School of Arts & Sciences
Department: English (ENG 114; 111; & 233)
Name: James McCachren

Goal	Intended Student-Learning Outcome Intended Outcome	Criteria for Success	Assessment Tools	Assessment Results / Outcomes	Use of Results
<p>ENG 114: To empower AAS and Diploma students with the oral-communication skills needed to succeed in the workplace.</p>	<p>The student will be able to design, present, and critique oral presentations.</p>	<p>In oral communication assessments, 90% of all Associate Degree and Diploma programs achieve 100% proficiency.</p>	<p>Archived recordings of students delivering oral presentations; oral communication rubrics.</p>	<p>80% --Did not meet goal.</p>	<p>To enhance students' critical understanding of the communication process, designated sections of ENG 114 will apply HCC's Communication Rubric in evaluating selected videos of orators delivering oral presentations. Through long-term tracking, the percentage of proficient student presentations will be compared between the designated sections and their cohorts. Depending on these long-term results, the English/Communicati</p>

					ons Department will incorporate the tracking sheet department-wide.
<p>ENG 111: To empower Associate-Degree and Diploma students with the reading and critical-thinking skills needed to succeed in the university, workplace, and community.</p>	<p>The student will be able to integrate critical thinking skills through reading and writing.</p>	<p>In reading assessments 90% of all Associate Degree and Diploma programs achieve 100% proficiency.</p>	<p>Archived student assignments (i.e., written summaries and reader-response analyses); reading rubrics.</p>	<p>70% --Did not meet goal.</p>	<ul style="list-style-type: none"> • In conjunction with the CIRCLE program, the critical-thinking component of the learning-communities will continue ongoing assessment, revision, and integration into the curriculum. • To obtain corroborating evidence of the critical-thinking deficiency, writing artifacts from the 2010 Gen Ed assessment will be re-assessed using the 2009 rubric, which provided less

					emphasis on critical thinking. Results will be compared.
<p>ENG 111 and ENG 114: To help Associate-Degree and Diploma students learn and apply the technological skills needed to succeed in the workplace and university.</p>	<p>The student will be able to produce typed, properly formatted academic essays.</p>	<p>In technology assessments 90% of all Associate Degree and Diploma programs achieve 100% proficiency.</p>	<p>Archived student assignments (i.e., MS Office Documents, Excel spreadsheets); technology rubrics.</p>	<p>44% Did not meet goal.</p>	<ul style="list-style-type: none"> • SoftChalk tutorials will be created for MLA and APA formats, and students in English and Social Science classes will be required to complete the tutorials. • In a continued effort from the '09 Assessment, instructors will hold students accountable for mastering academic computer skills, by deducting points for every mechanical deviation from the 2009 MLA Style Guide. • The technology rubric will undergo a third revision to ensure

					that assessment is accurate.
<p>ENG 111 and ENG 233: To empower Associate-Degree and Diploma students with the writing skills needed to succeed in the university, workplace, and community.</p>	<p>The student will be able to write clear expository prose that is unified, coherent, and well developed.</p>	<p>In writing assessments 90% of all Associate Degree and Diploma programs achieve 100% proficiency.</p>	<p>Archived student assignments (written essays); writing rubrics.</p>	<p>77% Did not meet goal.</p>	<ul style="list-style-type: none"> To obtain corroborating evidence of the critical-thinking deficiency, writing artifacts from the 2010 Gen Ed assessment will be re-assessed using the 2009 rubric, which provided less emphasis on critical thinking. Results will be compared. Each ENG 111 class will assign at least one criteria-based assignment.
<p>ENG 111 and ENG 233: To provide college-transfer students the</p>	<p>The student will be able to integrate critical thinking skills through reading and writing.</p>	<p>In surveys administered to transferees after their junior years, 90% will indicate they were adequately or</p>	<p>Surveys</p>	<p>Surveys outstanding</p>	

creative, rhetorical, technical, scientific, and critical-thinking skills needed to succeed in a baccalaureate program.		more than adequately prepared in math, oral communications, reading, science, technology, and writing.			
ENG 111 and ENG 233: To provide college-transfer students the creative, rhetorical, technical, and critical-thinking skills needed to succeed in a baccalaureate program.	The student will be able to choose the most effective means for advancing ideas and compositions.	83% of students in both associate degree recipients and the students who transferred with 24 or more semester hours at community colleges had GPA equal to or greater than 2.0 after two semesters at a university. [NCCCS Performance Measure]	NCCCS Critical Success Factor Reports	100% Met goal.	HCC will use the 100% success-rate to enhance recruitment.

Instructional Programs – Fall 2010 Outcomes Table

Distance Learning

Program: Distance Learning – School of Arts & Sciences
Department: English (ENG 111)
Name: SANDRA WEDEN

Goal	Intended Student-Learning Outcome	Criteria for Success	Assessment Tools	Assessment Results/ Outcomes	Use of Results
<p>This course is the required first course in a series of two designed to develop the ability to produce clear expository prose. Emphasis is placed on the writing process including audience analysis, topic selection, thesis support and development, editing, and revision.</p>	<p>Upon completion, students will be able to produce unified, coherent, well-developed essays using standard written English.</p>	<p>85% will: Provide written support for documentation and MLA formatting</p> <p>85% will: Revise written documents utilizing proper grammatical English and style</p> <p>90% of students completed course with understanding differing styles</p>	<p>Cohesive thesis statements</p> <p>Documentation and MLA formatting</p> <p>Revise written documents.</p> <p>85% will understand the differing styles of writing of differing genres.</p> <p>Assignments. Revise material For final grade Ability to utilize grammatical rules</p>	<p>66% correctly utilized MLA documentation</p> <p>100% revised and corrected drafts for grammar and style</p> <p>100% of students completed course with understanding differing styles</p>	<p>Implementation of continued study and reference to MLA style is necessary placing more emphasis on necessity of correct documentation</p> <p>Continued use and readings as stated in syllabus</p> <p>Continued use and readings as stated in syllabus</p>

Instructional Programs – Fall 2010 Outcomes Table

Distance Learning

Program: Distance Learning - School of Business
Department: Advertising and Graphic Design (GRD 160)
Name: Paula Miles, Adjunct Faculty (Main Department Advertising and Graphic Design)

Goal	Intended Student-Learning Outcome	Criteria for Success	Assessment Tools	Assessment Results/Outcomes	Use of Results
<p>GRD160 This class is designed to introduce students to the world of photography. They learn how to look for a camera, the basic use of their camera, beginner tips on the art of taking photos and how to work and manipulate them on Photoshop.</p>	<p>Students in Photography should come away with a better concept of photography. They should be able to better look at a scene they are about shoot and find the best angle, they should be more aware of lighting and posing and framing. They should also come away with more comfort in what there camera will and won't do. Lastly, the students should gain a basic understanding of getting in and around Photoshop and using the program to enhance/change their pictures.</p>	<p>Many of the students will come into the class with little or no experience in either Photography or Photoshop. I expect most students to gain working knowledge of their camera, be better as selecting the pictures they want to shoot than they were coming into class, have better control of lighting, focusing and handling (getting pictures on/off jump drive, camera and computer). They should also come away with more independence in researching techniques and working with Photoshop.</p> <p>I expect 80% of the class to retain these markers.</p>	<p>Students are assessed through projects, photo assignments, and independent research.</p>	<p>9 out of 14 students are passing the class. Out of the 5 failing 3 have stopped actively coming to class.</p>	<p>Knowing that the approach I have toward my intended goal is working. I hope to build on the goal an incorporate a wider range of Photoshop techniques and photography information in the future.</p>

Instructional Programs – Fall 2010 Outcomes Table

Distance Learning

Program: Distance Learning – School of Arts & Sciences
Department: HEA 110
Name: Scott Dameron

Goal	<u>Intended Student-Learning Outcome</u>	Criteria for Success	Assessment Tools	Assessment Results/Outcomes	Use of Results	Goal
Students will be provided with an introduction to basic personal health and wellness that will allow them to demonstrate the information necessary to maintain a healthy lifestyle	<p>Students will have an awareness of the value that life-long health and wellness plays in their overall-well-being.</p> <p>Students will be able to discuss and understand skills, techniques, and strategies to incorporate and adopt a healthy lifestyle.</p>	At least 85% of students will complete the course with at least an 80% average.	<p>Tests administered at completion of each module.</p> <p>Critical thinking questions assigned and related to module material.</p> <p>Discussion Board prompts designed to facilitate communication between all students, as well as the instructor on various health and wellness topics.</p> <p>Students are required to research and review six health/wellness related articles.</p>	Blackboard, text, etc.	87% of the students in the course will receive at least an 80% average	<p>Continue to promote and introduce personal health and wellness through current distance learning assessment.</p> <p>Continue to incorporate and increase student and instructor interaction through increased use of available technology.</p>

Instructional Programs - 2010 Outcomes Table

Distance Learning

Program: Distance Learning
Department: Psychology-Human Services
Name: Rebecca Wilson

Goal	Intended Student-Learning Outcome	Criteria for Success	Assessment Tools	Assessment Results/Outcomes	Use of Results
HSE 112-1D1	<p>Students will be able to identify, use, and employ various techniques in relation to running groups for children and adults.</p> <p>Student will be able to apply the concepts learned to their real life setting</p>	<p>90% of the students will successful run a group with their fellow students in the classroom during seated class.</p> <p>90% of the class will pass the midterm and final exam with 75% accuracy</p>	<p>Rubric - outlining if the student was able to successful identify the beginning, middle and closing stages of the group</p> <p>Midterm and final exams</p> <p>Rubric outlining if the student was able to successful develop a case</p>	<p>90% of the students were successful in running a group. They completed role plays demonstrated the group processes. Students successfully completed online and in class activities.</p> <p>90% Students were able to identify stages within the groups process via testing and exams</p> <p>90% of the students passed identified exams outlining stages in the group processes.</p> <p>90% of the class passed the midterm and final exam with 75% accuracy</p>	<p>Revised curriculum for HSW 112 to assure the student has accurate information regarding the group process</p> <p>Review the results to determine if changes need to be made to the curriculum</p> <p>Curriculum to be reviewed to assure that students meet the expected outcomes and the material is delivered effectively</p>

<p>HSE 220-1D1</p>	<p>Students will be able to communicate and use basic case management techniques and strategies by completing written assignments using the APA</p> <p>Student will be able to identify and build a case file including the components necessary for successful case management</p> <p>Students will be able to acquire the knowledge required for successful process of service planning and delivery including the development and implementation of the treatment plan</p>	<p>90% of the Students will submit an APA style research paper on abnormal psychology</p> <p>90% of the students will demonstrate knowledge of building a case file including the components necessary for successful case management.</p> <p>90% of the students will demonstrate successful process of service planning and delivery including the development and implementation of the plan.</p>	<p>file and treatment plan outlining the client strengths perspective</p> <p>Rubric outlining if the student was able to successful able to complete a behavioral change paper incorporating elements of Health Psychology.</p> <p>Midterm and final exams</p>	<p>95% of the students submitted APA style research paper on abnormal psychology</p> <p>90% of the students were able to identify and complete case files and understood the successful process of service planning.</p> <p>Students were able to pass exams describing and outlining the key elements in case study and treatment plan.</p> <p>90% of the students passed exams and questions pertaining to developing a case file and treatment plan. Students are able to develop treatment plans and case studies based off of situations in class</p>	<p>Review the results to determine if changes need to be made to the curriculum</p> <p>Curriculum to be reviewed to determine if additional information is needed</p> <p>Review the results to determine if changes need to be made to the curriculum</p>
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<p>PSY 275-1D1</p>	<p>Students will be able to discuss and use psychological factors related to health and well being.</p> <p>Gain a basic understanding of how health psychologists conduct research</p> <p>Students will be able to develop a treatment plan describing the importance of health on psychology, determine cultural limitations and issues.</p>	<p>90 % of the students will demonstrate critically thinking skills about health related issues presented via media outlets.</p> <p>90% of the class will pass the midterm and final exam with 75% accuracy</p> <p>Students will demonstrate knowledge of how culture influences health behaviors and can contribute to health</p>	<p>Exams</p> <p>Diagnostic and application in their research</p> <p>Rubric outlining if the student was able to successful able to complete a research paper in APA format.</p>	<p>90% of the students obtain passing score in critically thinking questions and exams about health issues related to health psychology.</p> <p>90% of the students passed identified exams with course concepts of Health Psychology</p> <p>Students were able to apply how health psychology is related to them, apply concepts in real life situations.</p> <p>100% of the students developed a health plan</p>	<p>Curriculum to be reviewed to determine if additional information is needed</p> <p>Review the results to determine if changes need to be made to the curriculum</p>
<p>PSY 281-1D1</p>	<p>The students will be able to discuss and use psychological factors related to health and well-being.</p>	<p>90% of the students will demonstrate the ability to identify personal stressors. Implement methods to better cope with your personal stressors.</p>	<p>Midterm and final exams</p>	<p>100% of students obtained a passing score and are able to apply concepts learned to their real life setting.</p>	

	<p>Students will be able to articulate abnormal psychology, including historical perspectives and mental health diagnosis and the DSM IV</p>	<p>80% of the students will describe the historical perspective of abnormal behavior and psychological disorders with a detailed research paper and ongoing discussion boards and written assignment</p> <p>Students will demonstrate knowledge, process, treatment and etiology of abnormal psychology</p>	<p>Exams Diagnostic and application in their research.</p>	<p>. 85% of the students passed identified exams with course concepts of Abnormal Psychology.</p>	
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Instructional Programs - 2010 Outcomes Table

Distance Learning

SCHOOL: Legal and Public Services
DEPARTMENT: Paralegal Technology
Precious Vines, Attorney (Dept. Head)

<u>Goal</u>	<u>Intended Student-Learning Outcome</u>	<u>Criteria for Success</u>	<u>Assessment Tools</u>	<u>Assessment Results/ Outcomes</u>	<u>Use of Results</u>
<p>LEX 210-Real Property II</p> <p>The goal of the Paralegal Technology Department is to provide students with the training and skills necessary to become competent, and proficient paralegal professionals.</p>	<p>Intended Outcome</p> <p>Upon successful completion of the course, the student will be able to:</p> <ol style="list-style-type: none"> 1. Integrate proper methods used in title examinations. 2. Identify an understanding of how to locate and analyze public records. 3. Develop an understanding of effective preparation of closing documents. 4. Demonstrate an effectual knowledge of procedural methods of a real estate closing. 	<ol style="list-style-type: none"> 1. Graduates from the paralegal technology program will receive ratings of good, satisfactory, or better on 90% of items assignments, exams and quizzes throughout the semester. 2. Graduates from the paralegal technology program will achieve a score of average or better on the final exam. 3. Graduates from the paralegal technology program will achieve a score of average or better in mock examinations, 	<p>Assignments, Quizzes, Exams, Class Evaluations, GPA, Final portfolio</p>	<p>Students in this course had a combined course average of satisfactory or better (83 or above), and scored above average on all assignments, exams, quizzes given this semester.</p> <p>This assessment is currently in progress as there were not graduates from this program this semester. Students enrolled in the course scored a</p>	<p>The program will use the results of this assessment to analyze and assess ways to improve competencies in the real property course preparation.</p> <p>The program will use the results of this assessment to analyze and critique methods</p>

	<p>5. Explain how to properly plot and draft a legal description.</p> <p>6. Identify how to draft title insurance forms.</p> <p>7. Prepare disbursement reconciliation.</p>	<p>and portfolio required in course work assigned.</p> <p>4. The students will be provided access to Westlaw, and will demonstrate an above average understanding and proficiency in the use of legal research technology in coursework requiring legal research methodology.</p>		<p>combined course average of satisfactory or better (83 or above), on the final exam.</p> <p>This assessment is currently in progress as there were not any graduates from this program from this semester. Students enrolled in this course scored a combined course average of 99% on the final portfolio requirement for the course.</p> <p>Students were able to participate in Westlaw training, in class, and outside of class with webinars, and demonstrated an above average understanding of preliminary research techniques</p>	<p>used to increase program pass rates for graduates.</p> <p>The program will use the results of this assessment to analyze and critique methods used to improve course performance for all students enrolled in the paralegal technology program.</p> <p>The program will use the results of this assessment to analyze and critique methods to improve competencies needed for paralegals in the legal work force.</p>
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<u>Goal</u>	<u>Intended Student-Learning Outcome</u>	<u>Criteria for Success</u>	<u>Assessment Tools</u>	<u>Assessment Results/ Outcomes</u>	<u>Use of Results</u>
<p>LEX 287-CLA Review Seminar</p> <p>The goal of the Paralegal Technology Department is to provide students with the training and skills necessary to become competent, and proficient paralegal professionals .</p>	<p>Intended Outcome</p> <p>8. Upon completion of the program, students will be educated on legal terminology, effective communication techniques, and be able to integrate viable concepts learned on the Certified Legal Assistant Exam.</p> <p>9. The students will demonstrate an understanding of his/her role and ethical responsibility as a professional in the legal field, and will demonstrate competency of an ethical and analytical ability needed in their professional role.</p> <p>10. The students will integrate essential methods needed for proper interviewing, case preparation, demonstrating effective case development skills.</p>	<p>5. Graduates from the paralegal technology program will receive ratings of good, satisfactory, or better on 90% of items assignments, exams and quizzes throughout the semester.</p> <p>6. Graduates from the paralegal technology program will achieve a score of average or better on the final exam.</p> <p>7. Graduates from the paralegal technology program will achieve a score of average or better in mock examinations, and portfolio required in course work assigned.</p> <p>8. The students will be provided access to Westlaw, and will demonstrate an above average understanding and</p>	<p>Assignments, Quizzes, Exams, Class Evaluations, GPA, Final portfolio</p>	<p>This assessment is currently in progress.</p> <p>This assessment is currently in progress.</p> <p>This assessment is currently in progress.</p>	<p>The program will use the results of this assessment to analyze and assess ways to improve the CLA exam preparation.</p> <p>The program will use the results of this assessment to analyze and critique methods used to increase Certified Legal Assistant Exam passage rates for graduates.</p> <p>The program will use the results of this assessment to analyze and critique methods used to improve course performance</p>

	<p>11. The students will demonstrate an effectual knowledge and mastery of an understanding of the following areas of law: criminal, civil, administrative, bankruptcy, contract, estate, family, and real estate law.</p> <p>12. The students will be able to effectively communicate an understanding of the structure and organization of jurisdictional requirements, the judicial system, and juridical remedies in law and equity.</p>	<p>proficiency in the use of legal research technology in coursework requiring legal research methodology.</p>		<p>This assessment is currently in progress.</p>	<p>for all students enrolled in the paralegal technology program.</p> <p>The program will use the results of this assessment to analyze and critique methods to improve competencies needed for paralegals in the legal work force.</p>
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Instructional Programs – FALL 2010 Outcomes Table

Distance Learning

Program: Distance Learning – School of Business
Department: Medical Office Administration (OST 243; 148; 149; 241; MED 121; ACA 111)
Name: Deborah Boone

Goal	<u>Intended Student-Learning Outcome</u>	Criteria for Success	Assessment Tools	Assessment Results/Outcomes	Use of Results
OST-243 MEDICAL OFFICE ADMINISTRAT ION	Students will have a working knowledge of up-to-date technology required for the successful completion of the program. Students will validate their working knowledge of the subject matter and proficiency in the use of medical software.	80% of students will complete the capstone course, OST-243, Medical Office Simulation, with a grade of C or better. Hybrid.	Using medical office simulation software, students will develop skills required to perform appropriately in a simulated medical office. Using simulation software, student will duplicate all facets of technology necessary in the administration of medical offices. Students will develop skills necessary to detect errors, analyze data and determine error resolutions. Methods: Projects, Tests, and Quizzes.	Goal was met. 85% of students completed OST-243 with a grade of C or better. Software used in Fall was compatible and students were able to understand and follow instructions.	Changed to software for FALL 2010 that is compatible with Windows XP, Windows 7 and VISTA operating systems. New adopted software is being used in actual medical offices and will allow students to be up-to-date on their interaction with electronic medical software. Review additional software for possible implementation into the course.

MED-121 MEDICAL TERMINOLOG Y I	Students will demonstrate knowledge of medical terminology and how correct usage is vital in the medical office.	80% of all graduates will complete course MED-121, Medical Terminology I, with a grade of C or better. Online & Hybrid.	Students will display ability to break down and define medical terms by their individual components. Methods: Quizzes, Tests, Projects, and Research Projects.	Goal was met. 80 % of all graduates completed the course with a grade of C or better.	Continue to add new online activities and interaction between students.
OST-148 MEDICAL CODING BILLING & INSURANCE	Students will have a working knowledge of up-to-date technology required for the successful completion information processed in the medical office. Students will validate their working knowledge of the subject matter and proficiency in the use of medical insurance claims and medical coding..	80% of all students will complete the OST-148, Medical Coding Billing & Insurance, with a grade of C or better. Hybrid	Using various sources of books, forms, research and discussion topics, students will develop skills required to process claim forms, medical coding for these claim forms and continue apply skill learned. Students will develop skills necessary to detect errors, analyze data and determine error resolutions. Methods: Projects, Research, Current Events, Tests, and Quizzes.	Goal was met. 80% of students completed OST-148 with a grade of C or better.	Add additional claim form completion for both manual and computerized claim forms. Keep course as hybrid. Add additional discussions topics.
OST-149 MEDICAL LEGAL ISSUES	Students will demonstrate knowledge of the types of legal laws/issues that are associated with the medical office and the appropriate applications for these situations.	80% of all students will complete course OST-149, Medical Legal Issues, with a grade of C or better. Online	Students will display ability to analyze and define medical legal issues and the appropriate method of resolution. Methods: Quizzes, Tests, Projects, and Research Projects.	Goal was met. 85% of students completed OST-149 with a grade of C or better.	Included additional research as an way for students to see how normal everyday items are affected by Medical Legal Issues. Include more interaction between students in course.

<p>OST-241 MEDICAL TRANSCRIPTION I</p>	<p>Degree students will demonstrate their knowledge of medical terminology with proficiency in medical transcription.</p>	<p><u>80%</u> of degree students will complete course OST-241, Medical Transcription I, with a grade of C or better.</p> <p>Hybrid</p>	<p>Students will transcribe medical dictation, involving various dialects, using the appropriate medical report formats, terminology, grammar, and punctuation. Students will develop the process for researching terms and procedures</p> <p>Methods: Evaluate Transcription Progress, Quizzes, And Proofreading Medical Reports.</p>	<p>Goal was met. 85% of students completed the course with a grade of 80 or better.</p>	<p>Student's success was better as a hybrid rather than all online. Additional grammar/punctuation guidelines improved student performance.</p> <p>Reviewed transcription text supplement that will allow student to see how to improve while doing practice transcription.</p>
<p>ACA-111 COLLEGE STUDENT SUCCESS</p>	<p>Students will be able to identify skills & technology required to be successful in their college environment and meet their educational objectives.</p>	<p><u>80%</u> of all students will complete ACA-111, College Student Success, with a grade of C or better.</p> <p>Hybrid</p>	<p>Using the various media provided at HCC, students will be introduced to campus resources and academic requirements needed to function effectively within the college environment.</p> <p>Methods: Assignments, Projects, Tests, and Quizzes, Essays.</p>	<p>GOAL WAS MET 85% of students completed ACA-111 with a grade of C or better.</p>	<p>Changing ACA-111 from a 100% online to a 50/50 hybrid has assisted students to be successful. Class met in the classroom the first eight weeks. During the 2nd eight weeks, the course was online and the lab was available for their use. Many students took advantage of the lab time.</p> <p>Changed the course assignment schedule. Next semester will have a 100% online course and evaluate results with new assignment format.</p>

Instructional Programs - 2010 Outcomes Table

Distance Learning

Program: Distance Learning
Department: Office Administration
Name: Tuwana Jones

Goal	Intended Student-Learning Outcome	Criteria for Success	Assessment Tools	Assessment Results/ Outcomes	Use of Results
Courses (involved) OST 131- Keyboarding	Students will be able to acquire the knowledge of the correct use of proofreading marks Format modified block style and personal business letters, memos, tables, reports with special features; employment documents; lists.	80% of the students will pass this course with a "C" or better	Quizzes Typed documents Multiple Choice Exams Timed Writings Discussion Board	87% of the students passed this course with a "C" or better. In addition, 87% of the students passed their timed writing.	Continuous review of course materials to improve performance and pass rate.
OST 284 Emerging Technology	Students will demonstrate an understanding of how information technologies transform industries.	80% of the students will develop complete a research paper on the latest technology trends.	Written reports Discussion Board PowerPoint Presentations	100% students passed this course.	Continuous review of course materials to improve performance and pass rates.

Instructional Programs - 2010 Outcomes Table

Distance Learning

Program: Distance Learning – School of Business
Department: Office Administration (OST 134; 286; 137; 233; 284; 136; 184)
Name: Monica M. Simmons

Goal	<u>Intended Student-Learning Outcome</u>	Criteria for Success	Assessment Tools	Assessment Results/ Outcomes	Use of Results
Courses (involved) OST 134 Text, Entry and Formatting	Students will be able to acquire the knowledge of the correct use of proofreading marks Format modified block style and personal business letters, memos, tables, reports with special features; employment documents; lists.	85% of the students will pass this course with a “C” or better	Quizzes Typed documents Multiple choice exam Timed Writings Discussion Board	87% of the students passed this course with a “C” or better. In addition, 87% of the students passed their timed writing.	Continuous review of course materials to improve performance and pass rates. Goal to increase passing rate for 2012 by 5%.
OST 286 Professional Development	Students will be able to Identify the role and responsibilities of the administrative professional in a changing work environment. Identify skills needed to succeed within a culturally diverse	85% of the students will develop a professional growth plan.	Student Portfolio Typed documents/ Discussion Board	90% of the students in OST 286 Professional Development developed a professional growth plan.	Continuous review of course materials to improve performance and pass rates. Goal to increase passing rate for 2012 by 5%.

	workforce. Discuss the importance of effective verbal and nonverbal communication skills.				
OST 137 Office Software Applications	Students will become familiar with basic operations in MS Excel, MS Access, and MS PowerPoint. Students will participate in classroom discussions	85% of the students will pass this course with a "C" or better.	Student Portfolio Typed documents Discussion Board	87% of the students passed Office Software Applications with a "C" or better.	Continuous review of course materials to improve performance and pass rates. Goal to increase passing rate for 2012 by 5%.
OST 233 Office Publications Design	Students will be able to demonstrate and explain the basic parameters behind the process of desktop publishing and its' proper use in the business environment. Students will participate in classroom discussions	85% of the students will pass this course with a "C" or better	Portfolio Discussion Board	88% of the students passed this course with a "C" or better.	Continuous review of course materials to improve performance and pass rates. Goal to increase passing rate for 2012 by 5%.
OST 284 Emerging Technologies	Students will be able to know the importance of keeping abreast of technological changes that affect the office professional. Students will participate in classroom discussions.	85% of the students will pass this course with a "C" or better	Written reports, Discussion Board	95% of the students passed Emerging Technologies with a "C" or better.	Continuous review of course materials to improve performance and pass rates. Goal to increase passing rate for 2012 by 5%.
OST 136 Word	Students should be able to work effectively in a	85% of the students will pass this course	Written/Typed Reports and	88% of the students passed Word Processing with a "C"	Continuous review of course materials to improve

Processing	computerized word processing environment.	with a "C" or better	Discussion Board	or better.	performance and pass rates. Goal to increase passing rate for 2012 by 5%.
OST 184 Records Management	Students will be able to set up and maintain a records management system.	85% of the students will pass this course with a "C" or better	Tests/Quizzes Discussion Board	85% of the students passed this course with a "C" or better.	Continuous review of course materials to improve performance and pass rates. Goal to increase passing rate for 2012 by 5%.

Instructional Programs Fall 2010 Outcomes Table

Distance Learning

Program: 2010-03-PPT 215-3D1
Department: Pulp and Paper Technology
Name: Wendell C. Godfrey

Goal	<u>Intended Student-Learning Outcome</u>	Criteria for Success	Assessment Tools	Assessment Results/ Outcomes	Use of Results
Design and make paper to meet specified physical properties.	Students will make paper and judge properties and proceed to virtually evaluate properties based on fiber understanding	Blends are made and shipped to instructor and questions are thoughtfully evaluated	Evaluation of paper blends and final sheet design questions	Students achieved blend results and successfully answered questions	This completer class determines graduation of the students remaining in the program that has closed
Troubleshoot major unit operations of papermaking.	Students will review unit operations and conduct further research into the papermaking process	Demonstration of how each unit operation affects the papermaking process - must achieve >70%	Final Exam	To be determined	
Demonstrate understanding of the wet end operation of papermaking and its affect on products and downstream processes	Students will be able to evaluate different scenarios in papermaking and how the finished product is affected and how water recycling improves the downstream processes	Students respond to discussion board questions and the students must achieve >70% on assessments	Online Assessments and the Discussion Board Responses	Students successfully completed the online assessments and the discussion board questions and responses demonstrated understanding	This completer class determines graduation of the students remaining in the program that has closed

Instructional Programs – Fall 2010 Outcomes Table

Distance Learning

Program: General Education
Department: Humanities and Social Sciences
Name: _____

Goal	Intended Student-Learning Outcome	Criteria for Success	Assessment Tools	Assessment Results / Outcomes	Use of Results
Courses SOC 220-1D1 Improve student understanding of themselves and the world around them as it relates to subject.	Consider the personal relevance of course material, including an understanding one’s own role in social problems .	Student will select “strongly agree” or “agree” on survey assessment which asks if the course improved their understanding of themselves and their individual role in contemporary social problems.	Survey administered online	Survey results: Strongly agree: 12 Agree: 11 Disagree: 0 Strongly disagree: 0	Will continue to raise challenging questions through discussion board assignments. Will implement essay assignment which encourages individual introspection concerning one’s role in certain contemporary social problems.
SOC 240 1D1 Improve student understanding of themselves and the world around them as it relates to subject.	Consider the personal relevance of course material, including understanding concepts about one’s own identity and attitude formation	Student will select “strongly agree” or “agree” on survey assessment which asks if the course improved their understanding of themselves and their individual attitude formation	Survey administered online	Survey results: Strongly agree: 15 Agree: 7 Disagree: 0 Strongly disagree: 0	Will continue to raise challenging questions through discussion board assignments. Will implement essay assignment which encourages individual introspection on one’s attitude formation.

Instructional Programs – Fall 2010 Outcomes Table

Distance Learning

Program: WEB 110 - 3D1
Department: School of Business
Name: Razina Boursiquot-Dixon

Goal	Intended Student-Learning Outcome	Criteria for Success	Assessment Tools	Assessment Results / Outcomes	Use of Results
<p>To prepare students so they understand the Internet and the related functions related to the World Wide Web.</p>	<p>Students will compare favorably with students in similar programs; Students will be able to demonstrate the basic use of Internet functions, such as sending an email, loading a web page, evaluating a web page, etc.</p>	<p>The average score of the course will be compared against comparable courses within the college, as well as similar online courses that focus on the Introductory functions and aspects of the Internet; How successful are students when they complete the course as measured to their peers within the college and within the region/state.</p>	<p>Weekly Discussion Forum; Questions posted or emailed to the Instructor; Weekly Assignments; Demonstrations of Concepts and Skills; Research Paper and Final Project regarding one or two of the Chapters covered during the semester.</p>	<p>Students demonstrated strong understanding of the Internet, purpose and benefits. Students that demonstrated a basic understanding of the World Wide Web;</p>	<p>Results will be evaluated to determine if additional practice skills assignments should be added to the syllabus;</p> <p>Due Dates for each skill assignment will be evaluated, as well as the details regarding each assignment, if 15% or more of the students do not submit assignment on time. This could indicate that students may need more time to grasp the concepts noted in the text or additional lab time may be needed.</p>

Instructional Programs – Fall 2010 Outcomes Table

Distance Learning

Program: School of Business
Department: Computer Information Technologies
Name: Paula Miles, Adjunct Faculty (Main Department Advertising and Graphic Design)

Goal	Intended Student-Learning Outcome	Criteria for Success	Assessment Tools	Assessment Results/Outcomes	Use of Results
<p>WEB120 To introduce students to a variety of tools used in multimedia including creation programs and file types. Students gain an overview of items involved with jobs related to the multimedia field and get an introduction to Dreamweaver for the WEB140 class.</p>	<p>Students from the Computer Information Technology and Advertising and Graphic Design programs are exposed to terminology and technologies that are associated with their related programs. My intended outcome is for the student to gain a comfort with Dreamweaver, camera usage, basic computer workings, software applications, file extension overview and problem solving via independent research.</p>	<p>As an introduction class I aim for the students to gain basic knowledge of several areas including what to look for in a computer setup based on your job in multimedia, what kind of software applications are out there, and to be visually familiar with Flash and Dreamweaver programs. They get projects to do in Dreamweaver but the school does not have FLASH in the PC labs for the students to get hands on knowledge.</p> <p>I expect 80% of the class to retain these markers.</p>	<p>Students are assessed through projects, research, test and quizzes.</p>	<p>99% of the students are passing the class.</p>	<p>Knowing that the approach I have toward my intended goal is working. I hope to build on the goal an incorporate a wider range of multimedia information in the future.</p>