



Program Outcomes Tables

Assessment of sample Core Courses /Distance Learning Outcomes

Spring 2012 (05/24/12)

Office of the Institutional Effectiveness – 2012

Halifax Community College

Program Outcomes

General Education – English/Developmental English/Communications: Wilkinson.....

Industrial Maintenance Technology – ELC 128: Bone.....

Medical Office Administration – MED 121: Boone.....

Distance Learning

Accounting- ACC 140, 120, 129, 140: Segars

Science – BIO 111 3D1 & 3D2: Galvin.....

Science – BIO 169: Nesbit.....

Business Administration – BUS 110: T. Jones.....

Science – CHM 130, 131, 132, 151, & 152: Kilpatrick.....

Computer Information – NET 125, CTS 120, CTS 289, CIS 110: Obi.....

Interior Design – DES 135, 220, 256: Vaughan.....

Business Administration – ECO 251, 252: Balogun.....

English – ENG 111, 243: Weden.....

English – ENG 111, 233: Richardson.....

College Transfer: Goode.....

Health – HEA 110: Dameron.....

Paralegal – LEX 210, 280: Vines.....

Medical Office Administration – MED 121: Bain/Boone.....

Medical Office Administration – OST 243, MED 232: Boone.....

Office Administration – OST 284: T. Jones.....

Office Administration – OST 289, 236: Reed-Moore.....
Office Administration – OST 131: Short
Office Administration – OST 137, 136: Simmons
Welding – WLD 141: C. Harris.....
Criminal Justice – CJC 121, 212: W. Terry

Instructional Programs: Spring 2012 Outcomes Table

Program: General Education

Div/Dep: 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
Developmental-ENG 075 Reading and Language Essentials	Students will be able to write grammatically and mechanically correct sentences.	70% of students will demonstrate improvement and 80% of students will average a “C” or better at completion.	3 consecutive final grades on major tests as recorded by instructor, using the common rubric.	53% of students demonstrated improvement and 60% of students averaged a “C” or better at completion.	Review and select new English 075 reading comprehension text and/or software for lab use to improve test scores. Continue successful methods.
Developmental-ENG 095 Reading and Composition Strategies	Students will critically evaluate written work using criteria derived from course content.	80% of students polled will agree that the Grammar Presentation exercise helped them to critically evaluate written work using criteria derived from course content.	Field test of new Grammar Presentation exercise and exit surveys.	87% of students taking the exit survey either agreed or strongly agreed that the exercise helped them to critically evaluate written work using criteria derived from course content.	Institute optional use of the Grammar Presentation exercise in future sections of English 095 classes, which focuses on group preparation and presentations of grammar conventions.
Writing-ENG 113	Students will be able to apply critical thinking	70% of students will demonstrate	3 consecutive final grades	68% of students	Reevaluate English 113 online course

Literature-based Research	skills with contemporary research methods and develop mechanically sound writing projects.	improvement and 80% of students will average a “C” or better at completion.	on major essays as recorded by instructor, using the common rubric.	demonstrated improvement and 71% of students averaged a “C” or better at completion.	requirements/methods to enhance student essay success. Continue successful methods.
Writing-ENG 233 Major American Authors	Students will acquire knowledge of the humanities in preparation for the general coursework of a Bachelor of Arts program. * (*In addition to math, behavioral science, social science, & natural science.)	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.	76% of students demonstrated improvement and 82% of students averaged a “C” or better at completion.	Encourage emulation of instructor’s teaching model, continue successful teaching methods, and consider raising standard of assessment.
Writing-ENG 243 Major British Authors	Students will acquire knowledge of the humanities in preparation for the general coursework of a Bachelor of Arts program. * (*In addition to math, behavioral science, social science, & natural science.)	80% of students polled will agree that the Topic Research project helped them to differentiate between eras, cultures, and historical pieces of literature and determine the authors’ purposes for writing.	Field test of new Topic Research project and exit surveys.	100% of students taking the exit survey agreed that the Topic Research project helped them to differentiate between eras, cultures, and historical pieces of literature and determine the authors’ purposes for writing.	Institute optional use of the Topic Research project in future sections of English 243 classes, which focuses on additional historically significant events, works, and authors researched outside of class discussion.

Instructional Programs: Spring 2012 Outcomes Table

Program: Industrial Systems Technology
Div/Dep: Department Head
Name: Jason Bone

Spring 2012

Course	Intended Student-Learning Outcome	Criteria for Success	Assessment Tools	Assessment Results/Outcomes	Use of Results
ELC128	Students will demonstrate the ability to use rslogix to build simple programs to control machinery.	90% of students will receive a score of 85 or better on their programming practical.	Hands on test programming test.	92% of students scored an 85 or higher.	Continue to use the hands on programming test.
	Students will demonstrate practical skills by using rslogix and basic test equipment to locate troubles in a PLC controlled system.	90% of students will receive a score of 85 or higher on their PLC troubleshooting practical.	Hands on troubleshooting test.	95% of students achieved an 85% or higher.	Continue to use the troubleshooting test to asses students.

Instructional Programs: Spring 2012 Outcomes Table

Program: Distance Learning
Department: Medical Office Administration
Name: Julie Bain/Deborah Boone
Purpose: The purpose of the Medical Office Administration AAS degree program is to prepare graduates for entry-level office positions in medical and allied health facilities.

Goal	<u>Intended Student-Learning Outcome</u>	Criteria for Success	Assessment Tools	Assessment Results	Use of Results
MED-121 MEDICAL TERMINOLOG Y I	Students will demonstrate knowledge of medical terminology and how correct usage is vital in the medical office.	<u>80%</u> 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.	82% of students completed with a C or better.	Continue to update material for student advancement.

Instructional Programs: Spring 2012 Outcomes Tables

2011-2012- Advertising and Graphic Design

Johnnie Rascoe, Jr., Department Head – Advertising and Graphic Design

Course: GRD 131-1D1 – Illustration I

Purpose: The purpose of the Advertising and Graphic Design curriculum is to provide students with the knowledge and skills necessary for employment in the Advertising and Graphic Design profession.

- Students will acquire knowledge of graphic design processes, technologies, and presentation concepts necessary for employment.
- Students will employ creative, critical-thinking, and articulation skills producing concepts for graphic designers.
- Students will be trained in the design of promotional materials and communications.

Goal	Intended Student-Learning Outcome	Criteria for Success	Assessment Tools	Resources/ Cost	Assessment Results / Outcomes	Use of Results
	Intended Outcome					
To introduce the application of rendering techniques to create illustrations.	Provide an understanding to utilize tools within Adobe Illustrator CS5. Produce quality illustrations from conception through finished artwork.	Demonstrate knowledge of tools within Illustrator CS5 through completed artwork and tests. Demonstrate ability to produce illustrations consistent to other designers in the industry.	Projects, tests and exams that focus on utilizing tools within Adobe Illustrator CS5 at an 80% success rate. Oral presentations that describe the techniques and tools used to create vector graphics within Illustrator CS5.		Students were able to maintain a working knowledge of Illustrator CS5 tools to complete assigned projects and assignments. Students were able to verbalize their particular techniques and tools used to complete their work	All students within the course were able to maintain an average success rate of 85.8%. Only two students failed to maintain an oral presentation that was satisfactory in explaining their work techniques. This oral presentation outcome signals the need to work with students on their public speaking and presentation skills.

Distance Learning

Instructional Programs – Outcomes Table

Instructional Programs – Spring 2012 Outcomes Table

Distance Learning

Program: A25100
Department: Accounting
Name: Rhonda Segars

Goal	<u>Intended Student-Learning Outcome</u>	Criteria for Success	Assessment Tools	Assessment Results	Use of Results
Courses (involved)					
ACC 149 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 and governmental entities both manually and electronically. Students will gain the necessary skills to complete various individual tax forms.	Eighty percent of ACC 149 students who submit a case problem will score at least eighty percent or better on accounting case problems using Excel.	Case problem from chapter 2 in ACC 149 Class	Students in ACC 149 met the criteria for success. One hundred percent of the students scored 80 or better on case problem to meet this goal.	Criteria for success should be modified to eighty five percent of ACC 149 students who submit a case problem will score at least 80% or better on accounting case problems using Excel.
ACC 120 To provide students with the knowledge and	Students will apply skills learned to build financial statements and managerial reports for	Eighty percent of ACC 120 students who submit a	Comprehensive Problem from ACC 120	Ninety five percent of ACC 120 students who submitted a	Criteria for success should be modified next year to eighty five percent of ACC 120 students who

<p>skills necessary for employment and growth in the accounting field</p>	<p>business and governmental entities both manually and electronically. Students will gain the necessary skills to complete various individual tax forms.</p>	<p>comprehensive problem will score at least eighty percent on the comprehensive problem. This problem was developed using all the key concepts learned and practiced throughout the semester.</p>		<p>comprehensive problem scored eighty percent or better on the comprehensive problem</p>	<p>submit a comprehensive problem will score at least eighty percent on the comprehensive problem.</p>
<p>ACC 129 To provide students with the knowledge and skills necessary for employment and growth in the accounting field</p>	<p>Students will apply skills learned to build financial statements and managerial reports for business and governmental entities both manually and electronically. Students will gain the necessary skills to complete various individual tax forms.</p>	<p>Eighty percent of students that complete ACC 129 will receive a “C” or better in the course.</p>	<p>ACC 129 final Grade Sheet</p>	<p>ACC 129 students met the criteria for success. One hundred percent of students received a “C” or better.</p>	<p>The criteria for success should be modified to eighty five percent of students will receive a “C” or better in the course.</p>

Instructional Programs – Spring 2012 Outcomes Table

Distance Learning

Program: A25100
Department: Accounting
Name: Rhonda Segars

Goal	Intended Student-Learning Outcome	Criteria for Success	Assessment Tools	Assessment Results	Use of Results
Courses (involved)					
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	One hundred percent of students earned 80% or better on the payroll project for ACC 140.	The criteria for success should be modified next year to eighty- five percent of ACC 140 students who submit a payroll project will score at least eighty percent on the project.
ACC 120 To provide	Students will apply skills learned to build financial	Eighty percent of ACC 120 students	Comprehensive Problem from	Ninety five percent of ACC 120	Criteria for success should be modified next year to eighty five

<p>students with the knowledge and skills necessary for employment and growth in the accounting field</p>	<p>statements and managerial reports for business and governmental entities both manually and electronically. Students will gain the necessary skills to complete various individual tax forms.</p>	<p>who submit a comprehensive problem will score at least eighty percent on the comprehensive problem. This problem was developed using all the key concepts learned and practiced throughout the semester.</p>	<p>ACC 120</p>	<p>students who submitted a comprehensive problem scored eighty percent or better on the comprehensive problem</p>	<p>percent of ACC 120 students who submit a comprehensive problem will score at least eighty percent on the comprehensive problem.</p>
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2011-2012

Instructional Programs – Spring 2012 Outcomes Table

Distance Learning

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

Goal	<u>Intended Student-Learning Outcome</u>	Criteria for Success	Assessment Tools	Assessment Results	Use of Results
Courses (involved): BIO111-3D1, 3D2					
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	75% of completers obtained at least 85% on report	Even though the criterion was not met, an improvement was made. A tutorial including screen snapshots with an example were developed as a guide for students to complete the graph. Video tutorials were also included in Blackboard. Only 8% of the students did not complete the graphing portion successfully.

Instructional Programs – Spring 2012 Outcomes Table

Distance Learning

Program: College Transfer
Department: Science
Name: Sarah Nesbit

Goal	<u>Intended Student-Learning Outcome</u>	Criteria for Success	Assessment Tools	Assessment Results	Use of Results
Courses (involved): BIO 169					
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 analyze results of experiments and use that analysis to verify the theoretical concept being tested. (Cognitive-analysis & evaluation)	85% of completers measured will obtain at least 80% on PhysioEx Computer Simulation.	PhysioEx Exercise 11: Blood Analysis	91% of students achieved at least 80% on PhysioEx Computer Simulation on Blood Analysis.	A critical component of lab is analyzing the results of experiments and using that analysis to answer questions and reflect on the overall concepts. Students were successful in exceeding the criteria for success of this measure of student learning. This illustrates that students grasp the concepts covered in the computer lab simulation analyzing blood. In the future, I will examine ways to increase the level of difficulty and challenge posed to the students in the questions that they answer and the thought processes that they must employ.

Instructional Programs – Spring 2012 Outcomes Table

Distance Learning

SCHOOL: BUSINESS ADMINISTRATION
DEPARTMENT: BUSINESS ADMINISTRATION

Name: Tuwana Jones

Purpose/Mission statement that relates to the mission of the institution:

Goal	<u>Intended Student-Learning Outcome</u>	Criteria for Success	Assessment Tools	Resources /Cost	Assessment Results/ Outcomes	Use of Results
<p>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</p>	<p>BUS 110- 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</p>	<p>STUDENTS MUST ACHIEVE A PASSING GRADE OF “C” OR 65% ON ALL ASSESSEMENTS TO BE DEEMED SUCCESSFUL IN EACH OF THE ONLINE COURSES.</p>	<p>DISCUSSION FORUM TEST ESSAY WRITING PROJECT HOMEWORK-ASSIGNMENT</p>		<p>75% of students in these courses will have a grade of “C” or better</p>	<ul style="list-style-type: none"> • TO DETERMINE HOW THE STUDENTS ARE ABLE TO APPLY BUSINESS CONCEPTS, AND TO IMPROVE THE FOLLOWING STUDENT SKILL LEVELS: • WRITING SKILLS • COMMUNICATION SKILLS • COMPUTER SKILLS • INTERPERSONAL SKILLS • TIME MANAGEMENTSKILLS • INDEPENDENCE • INFORMATION

<p>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 business education base for lifelong learning. Graduates are prepared for employment opportunities in government agencies, financial institutions, and large to small business or industry.</p>	<p>management. Theories and styles of management and other empirical studies shall be discussed.</p> <p>Upon completion, students should be able to demonstrate an understanding of business concepts as a foundation for studying other business subjects.</p>					<p>SEARCH SKILLS ON THE WORLD WIDE WEB</p> <ul style="list-style-type: none"> ● RESEARCH SKILLS ● KNOWLEDGE OF BASIC ECONOMIC PRINCIPLES AND ITS IMPLICATION ON DAILY LIFES.
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Instructional Programs – Spring 2012 Outcomes Table

Distance Learning

Program: College Transfer
Department: Science
Name: Kristen Kilpatrick

Goal	<u>Intended Student-Learning Outcome</u>	Criteria for Success	Assessment Tools	Assessment Results	Use of Results
Courses (involved): CHM 130					
This course provides a survey of basic facts and principles of general, organic, and biochemistry. Topics include measurement, molecular structure, nuclear chemistry, solutions, acid-base chemistry, gas laws, and the structure, properties, and reactions of major organic and biological groups. Upon completion, students should be able to demonstrate an understanding of fundamental chemical concepts.	The student will acquire the ability to solve qualitative and quantitative problems.	80% of completers measured will obtain at least 70% on the final comprehensive exam.	Final exam given at the end of the semester	87% of completers obtained at least 70% on the final exam.	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 – Spring 2012 Outcomes Table

Distance Learning

Program: College Transfer
Department: Science
Name: Kristen Kilpatrick

Goal	Intended Student-Learning Outcome	Criteria for Success	Assessment Tools	Assessment Results	Use of Results
Courses (involved): CHM 131					
This course introduces the fundamental concepts of inorganic chemistry. Topics include measurement, matter and energy, atomic and molecular structure, nuclear chemistry, stoichiometry, chemical formulas and reactions, chemical bonding, gas laws, solutions, and acids and bases. Upon completion, students should be able to demonstrate a basic understanding of	The student will demonstrate concepts learned in the course in laboratory applications.	80% of completers measured will obtain at least 70% average on lab exercises.	Twelve laboratory experiments are completed during the semester.	89% of completers obtained at least a 70% average on lab exercises. The average score for all completers was 85%.	These results demonstrate that the students are able to apply the concepts learned in each module to the lab activities. These labs will continue to be used in the course.

chemistry as it applies to other fields.					
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Instructional Programs – Spring 2012 Outcomes Table

Distance Learning

Program: College Transfer
Department: Science
Name: Kristen Kilpatrick

Goal	<u>Intended Student-Learning Outcome</u>	Criteria for Success	Assessment Tools	Assessment Results	Use of Results
Courses (involved): CHM 132					
This course provides a survey of major functional classes of compounds in organic and biochemistry. Topics include structure, properties, and reactions of the major organic and biological molecules and basic principles of metabolism. Upon completion, students should be able to demonstrate an understanding of fundamental chemical concepts needed to	The student will acquire the ability to solve qualitative and quantitative problems.	80% of completers measured will obtain at least 70% on the final comprehensive exam.	Final exam given at the end of the semester	60% of completers obtained at least 70% on the final exam. 20% attained a score of 60% on the final exam.	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. Additional online tutoring opportunities will be provided to students who do not maintain a 70% average on unit quizzes.

pursue studies in related professional fields.					
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Instructional Programs – Spring 2012 Outcomes Table

Distance Learning

Program: College Transfer
Department: Science
Name: Kristen Kilpatrick

Goal	Intended Student-Learning Outcome	Criteria for Success	Assessment Tools	Assessment Results	Use of Results
Courses (involved): CHM 151					
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.	100% of completers obtained at least a 70% average on unit quizzes.	The quizzes are shown to be a useful tool to evaluate each student's knowledge of the modules. Different versions of the quiz are given to each student every semester. These quizzes will continue to be administered.

Instructional Programs – Spring 2012 Outcomes Table

Distance Learning

Program: College Transfer
Department: Science
Name: Kristen Kilpatrick

Goal	Intended Student-Learning Outcome	Criteria for Success	Assessment Tools	Assessment Results	Use of Results
Courses (involved): CHM 152					
This course provides a continuation of the study of the fundamental principles and laws of chemistry. Topics include kinetics, equilibrium, ionic and redox equations, acid-base theory, electrochemistry, thermodynamics, introduction to nuclear and organic chemistry, and complex ions. Upon completion, students should be able to demonstrate an understanding of chemical concepts as needed to pursue further study in	The student will acquire the ability to perform laboratory exercises that demonstrate the concepts covered in the course.	80% of completers measured will obtain at least 70% average on lab reports and assessments.	Laboratory reports assigned with each module in the course.	100% of completers obtained at least 70% on the final exam.	Students will have the opportunity to perform labs using the lab kits and will submit detailed reports, pictures, and answers to analysis questions. Feedback is given on each report.

chemistry and related professional fields.					
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Instructional Programs – Spring 2012 Outcomes Table

Program: Distance Learning
Department: Computer Information Technology

Name: Emmanuel U. Obi

Purpose: 1. **Computer Information Technology Courses:**

The Computer Information Technology curriculum is designed to prepare graduates for employment with organizations that use computers to process, manage, and communicate information.

The flexibility of the program directly relates to the colleges mission statement of providing accessible educational opportunities at convenient times. The program also prepares adults for the workforce through diploma and associate degree offerings.

Goal Courses (involved)	Intended Student-Learning Outcome	Criteria for Success	Assessment Tools	Assessment Results	Use of Results
NET 125- Networking Basics. This course introduces the networking field. Emphasis is placed on network terminology and protocols, local-	Upon completion, students should be able to perform tasks related to networking mathematics, terminology, and models, media, Ethernet, subnetting, and TCP/IP Protocols	85% of the students should pass the course with a grade of “C” . 85% or higher of the students should be able to complete packet tracer exercises to 100%	Packet Tracer exercises Multiple Choice tests Lab Activity.	More than 85% of the students passed this course with a grade of C or higher. 85 % of the students can complete packet tracer exercises to 100%.	Next Fall students will learn how to make network cables and work more on real network components.

<p>area networks, wide-area networks, OSI model, cabling, router programming, Ethernet, IP addressing, and network standards.</p>					
<p>CTS 120- Hardware/Software Support. This course covers the basic hardware of a personal computer, including installation, operations and interactions with software. Topics include component identification, memory-system, peripheral installation and configuration, preventive maintenance, hardware diagnostics/repair, installation and</p>	<p>Upon completion, students should be able to select appropriate computer equipment and software, upgrade/maintain existing equipment and software, and troubleshoot/repair non-functioning personal computers.</p>	<p>85% of the students should pass this course with a grade of “C” or better.</p>	<p>Multiple Choice Tests. Hands on lab activity Exam</p>	<p>More than 85% of the students passed this course with a grade of C or above.</p>	<p>Students actually disassembled and reassembled a working computer. Students were also able to trouble shoot and fix computers with errors intentionally created by other student groups and the instructor. Next year more lab time will be spent in the actual lab.</p>

<p>optimization of system software, commercial programs, system configuration, and device-drivers.</p>					
<p>CTS 289- Systems Support Project. This course provides an opportunity to complete a significant support project with minimal instructor assistance. Emphasis is placed on written and oral communication skills, project definition, documentation, installation, testing, presentation, and user training.</p>	<p>Upon completion, students should be able to complete a project from the definition phase through implementation</p>	<p>The students working as a group should be able to successfully complete a real life project.</p> <p>85% of the students should be able to pass the course with C or higher.</p>	<p>Tests Group Project Case studies</p>	<p>Students successfully developed a web page for the academics division with individual pages for curriculum programs, student services and continuing education. All the hyperlinks were tested and worked fine.</p> <p>100% of the students earned a grade of C or higher.</p>	<p>In the next year outside mini-projects in the college community will be explored</p>
<p>CIS 110- Introduction to Computers</p>	<p>Upon completion, students should be able to demonstrate an understanding of the role</p>	<p>Students should understand the basic computer concepts and be proficient in</p>	<p>Computer concepts tests. Office 2010</p>	<p>Less than 90% of the students earned a grade of C or higher.</p>	<p>The success rate in the seated class was much higher than in online classes. Next year an additional seated class</p>

<p>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.</p>	<p>and function of computers and use the computer to solve problems.</p>	<p>using the office 2010 suite.</p> <p>90% of the students should be able to pass the course with the grade of C or higher.</p>	<p>document assessments/projects.</p>		<p>has been added. One seated class will meet in the morning and the other at night.</p> <p>The textbooks will be changed into a customized book that covers computer concepts and office 2010 instead of two books. The SNAP software will be discontinued because of frequent student complaints and ineffective tech support. SNAP 2010 will be replaced with SAM 2010 which is more user friendly.</p>
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Instructional Programs – Spring 2012 Outcomes Table

Distance Learning

SCHOOL: Halifax Community College

DEPARTMENT: Computer Information & Network Technology

Name: Karen R. Short

Purpose/Mission statement that relates to the mission of the institution: The purpose of the Computer Information Technology curriculum is to provide students a foundational program of study and practice that enables them to pursue careers in the field of computer technology.

Goal	<u>Intended Student-Learning Outcome</u>	Criteria for Success	Assessment Tools	Resources/ Cost	Assessment Results/ Outcomes	Use of Results
CIS 110 Intro to Computer						
Provide and prepare students with knowledge and computer skills needed to process, manage, and implement information necessary in an ever changing world of technology that qualifies them for entry level position.	Upon completion of this course student should be familiar with computer concepts, including fundamental functions and operations of the computer. Student should also be able to identify hardware components, basic computer operations, security issues, and the use of software	85% of the students who graduate will pass this course with a “C” or better. The students who graduate will be able to successfully exhibit proficiency and accuracy in computer hardware and software components.	Students are evaluated throughout the program using a variety of diverse tools. Examples: Weekly Quizzes Comprehensive Module assignments Multiple choice exam Discussion Board assignments		90% of students completed this course with a “C” or better. Different teaching methods have proven successful.	Diversity in instruction has proven to be effective for students at any level of learning. Teaching methods were designed to increase knowledge and be more successful in this course. Overall results were positive and effective.

	<p>applications.</p> <p>Students will compete favorably with students from comparable programs on national exams.</p> <p>Students will be able to successfully compete for employment in their field utilizing the level of skills acquired.</p> <p>Students will be able to transfer or apply successfully to other programs (4 yr. degree)</p>					
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Instructional Programs – Spring 2012 Outcomes Table

Distance Learning

Hybrid—DES 135—Principles & Elements of Design

Program: Interior Design

Department: School of Business Technology

Name: Alice Vaughan

Goal	<u>Intended Student-Learning Outcome</u>	Criteria for Success	Assessment Tools	Assessment Results	Use of Results
<p>DES 135: Principles and Elements of Design Students will be able to complete and describe the basic design concepts and terminology through hands on application.</p>	<p>.Apply the basic design process to solve problems in projects given.</p>	<p>85% of students will be able to create and solve problems on projects given.</p>	<p>Quizzes Hands-on Projects Discussion</p>	<p>95% of students will complete quizzes that have been assigned. 95 % of students will create and complete hands-on projects to show the terminology that has been completed. 85% of students are involved in class discussion.</p>	<p>Continue to have students complete quizzes and complete hands-on projects. Continue to have class discussions to review the terminology.</p>
	<p>2. Integrate the formal principles of design into an introduction to design projects.</p>	<p>85% of students will be able to create various projects using the principles of design.</p>	<p>Discussion Presentation of projects</p>	<p>85% of students are involved in class discussion. 100 % of students evaluate (positive constructive criticism) each other during their presentations of their projects.</p>	<p>Continue to have students evaluate each other (positive constructive criticism) on each project and presentation.</p>

	<p>3. Demonstrate the concepts & terminology of line, pattern, space, mass, shape, texture, color, rhythm, emphasis, balance, proportion and scale.</p>	<p>85% of students will be proficient the terminology of principles and elements using line, pattern, space, mass, shape, texture, color, rhythm, emphasis, balance, proportion and scale.</p>	<p>Quizzes Essay Projects</p>	<p>85% of students are involved in class discussion. Students completed 90% of students were able to proficiently show examples of the terminology through their final 3-D project. Students also had to complete a synopsis of the terms in principles and elements.</p>	<p>Continue to add new projects every semester to help with the terminology of principles and elements of design and how to apply them to different projects. Will include a student assessment information sheet for students to complete 1-3 times during the semester.</p>
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Instructional Programs – Spring 2012 Outcomes Table

Distance Learning

Hybrid class-DES 220-Principles of Interior Design

Program: Interior Design
Department: School of Business Technology
Name: Alice Vaughan

Goal	Intended Student-Learning Outcome	Criteria for Success	Assessment Tools	Assessment Results	Use of Results
<p>DES 220— Principles of Interior Design</p> <p>Students will learn the basic principles of design as they relate specifically to interior design and be able to arrange furnishings in rooms for various purposes, select furnishings and colors, and illustrate idea graphically.</p>	Describe the brainstorming process, including sketching techniques that can assist with the conceptualization of the residential design.	80% of students will complete, revise and present a color board, plan view of a client at the end of the semester that compares to the profession and role of a designer.	Class discussion and description of Client Presentations/Color Boards	77% of students completed the process of using drawing techniques to create a plan view, revision of plan view, color board of a client.	Assessment was not; met low self esteem due to program closing was a major issue with students completing this process.
	Identify study techniques in serving clients/customers and negotiating techniques.	80 % of students will complete quizzes that are given at the end of each chapter.	Quizzes	77% of students completed chapter quizzes.	Assessment was not met; low self esteem due to program closing was a major issue with students completing this process.
	Demonstrate an understanding of size,	80% of students will discuss and	Class discussion Project	30% of students completed the	Assessment was not met; low self esteem due to program closing was a

	scale, proportion, space allocation, wall composition, and textural contrasts.	brainstorm the importance of size, scale, proportion for the client space that was given	Class discussion Brainstorming Measuring Internet	brainstorming, measuring process and use the internet to complete their semester project in size, scale and proportion.	major issue with students completing this process.
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2011-2012

Instructional Programs – Spring 2012 Outcomes Table

Distance Learning

Online class-DES 256-History of Furniture II

Program: Interior Design
Department: School of Business Technology
Name: Alice Vaughan

Goal	<u>Intended Student-Learning Outcome</u>	Criteria for Success	Assessment Tools	Assessment Results	Use of Results
<p>DES 256—History of Furniture II</p> <p>Students will be exposed and emphasis is placed on style recognition to English, American, and various styles of nineteenth - and twentieth-century furniture, interiors, and exteriors.</p>	<p>Identify the characteristics of Greek, Roman, Gothic, French, English, American furniture and the Modern style.</p>	<p>80% of students will make at least 70% or higher on each chapter quiz, complete discussion board and comparisons assignments</p>	<p>Quizzes Discussion board Comparison assignments</p>	<p>The average all students made on quizzes is 85%. The average for discussion boards and comparison assignments is 64%.</p>	<p>Assessment was met in the quiz category; however, the discussion board and comparison area was not met. The instructor posted instructions and sent emails regarding the importance of completing these assignments and how to complete these assignments. All students in this class are capable of completing these assignments; this average is due to students not completing the assignments. Instructor will update the textbook that includes more furniture history.</p>
	<p>Support the research given by the use of pictures of various styles of furnishings found in books, catalogs, or the</p>	<p>80 % of students will complete PowerPoint presentations (2) in relation to identifying a specific period of furniture.</p>	<p>10-12 page PowerPoint presentation</p>	<p>66% of students completed 2 PowerPoint presentations in relation to identifying a</p>	<p>Assessment was not met. The instructor posted instructions and sent emails regarding the importance of completing these assignments and how to complete these assignments. All students in this class are capable</p>

	Internet.			specific period of furniture.	of completing these assignments; this average is due to students not completing the assignments. Will continue to give students more insight of the importance completing the assignment.
	Research in depth the characteristics of Roman and Greek interiors, Italian furnishings, French furnishings, English interiors and styles, and American furnishings.	80% of students will complete research papers (2) on a specific period of furniture.	8-10 page research paper	66% of students completed 2 research papers on a specific period of furniture.	Assessment was not met. The instructor posted instructions and sent emails regarding the importance of completing these assignments and how to complete these assignments. All students in this class are capable of completing these assignments; this average is due to students not completing the assignments. Will continue to give students more insight of the importance completing the assignment.

Instructional Programs – Spring 2012 Outcomes Table

Distance Learning

SCHOOL: BUSINESS ADMINISTRATION

DEPARTMENT: BUSINESS ADMINISTRATION

Name:

Purpose/Mission statement that relates to the mission of the institution:

Goal	Intended Student-Learning Outcome	Criteria for Success	Assessment Tools	Resources/Cost	Assessment Results/Outcomes	Use of Results
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	ECO -251 Explain how economics is about allocation of scarce resources Define what a tradeoff is and why people face a tradeoff What is Opportunity Cost How is marginal reasoning used in making decisions Impact of incentives and how it affects ones behavior Analyze trade among people and nations can benefit everyone. Identify the different types of markets in our economy	STUDENTS MUST ACHIEVE A PASSING GRADE OF “C” OR 65% ON ALL ASSESSEMENTS TO BE DEEMED SUCCESSFUL IN EACH OF THE ONLINE COURSES.	DISCUSSION FORUM TEST ESSAY WRITING PROJECT HOMEWORK-ASSIGNMENT		75% of students in these courses will have a grade of “C” or better. 75% or better will score above a “C” average on knowing the basic Economic Principles	TO DETERMINE HOW THE STUDENTS ARE ABLE TO APPLY BASIC ECONOMIC CONCEPTS IN THEIR DECISION MAKING, AND TO IMPROVE THE FOLLOWING STUDENT SKILL LEVELS: WRITING SKILLS COMMUNICATION SKILLS COMPUTER SKILLS INTERPERSONAL

<p>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 business education base for lifelong learning. Graduates are prepared for employment opportunities in government agencies,</p>	<p>What determines some trends in the overall economy What are the different branches of economics What are the different players in a market economy.</p> <p>ECO 252</p> <p>Appreciate the interdependence of a market-directed economic system and illustrate this interdependence using the circular flow diagram. Explain the basic equality between total spending and total receipts and between real output and real income. Explain how the basic questions of macroeconomics are automatically answered by the market process. Explain the function of money and the indispensable role it plays in the operation of an economic system. Describe the U.S. money, including the importance of checkable deposits.</p>					<p>SKILLS TIME MANAGEMENTSKI LLS INDEPENDENCE INFORMATION SEARCH SKILLS ON THE WORLD WIDE WEB RESEARCH SKILLS KNOWLEDGE OF BASIC ECONOMIC PRINCIPLES AND ITS IMPLICATION ON DAILY LIFES.</p>
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financial institutions, and large to small business or industry.	Describe the American banking system and how it works. Understanding the Federal Reserve System and how it functions. 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 – Spring 2012 Outcomes Table

Distance Learning

Program: English 111/Expository Writing
Department: English
Name: SANDRA WEDEN

Goal	<u>Intended Student-Learning Outcome</u>	Criteria for Success	Assessment Tools	Assessment Results	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. Upon completion, students should</p>	<p>Upon completion, students should have understanding of the different genres or writing</p> <p>Students should have practical knowledge and application of basic MLA documentation styles.</p>	<p>Ability to utilize grammatical rules associated with writing of all documents submitted;</p> <p>students will foster the ability to correctly format specific assignments;</p> <p>students will master the ability to successfully revise material For final grade</p>	<p>Develop cohesive thesis statements 80% Compose and submit a variety of writing styles which may include personal narrative, definition, descriptive, cause and effect, and research. 80% will: Revise written documents utilizing proper grammatical</p>	<p>Testing on grammar</p> <p>correctly utilized MLA documentation</p> <p>80% revised and corrected drafts for grammar and style</p> <p>85% of students completed course</p>	<p>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>

be able to produce unified, coherent, well-developed essays using standard written English			English and style 85% will understand the differing styles of writing	with understanding differing styles	
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Instructional Programs – Spring 2012 Outcomes Table

Distance Learning

Program: English 243 British Literature
Department: English
Name: SANDRA WEDEN

Goal	Intended Student-Learning Outcome	Criteria for Success	Assessment Tools	Assessment Results	Use of Results
<p>This course provides an intensive study of the works of several major British authors. This course shall focus and familiarize students with selected British authors through an examination of their works. Emphasis will be placed on English history, culture, critical thought, film,</p>	<p>Demonstrate the ability to research and interpret information concerning literary figures and historical events that have influenced the canon of British Literature.</p> <p>Utilize electronic and traditional resources to effectively gather information on assigned topics.</p> <p>Appreciate the significance of the cultural evolution of the English language and the influences that led to its</p>	<p>Ability to utilize grammatical rules associated with writing of all documents submitted;</p> <p>Effectively report researched information in a written, prescribed format utilizing standard MLA documentation.</p> <p>Demonstrate an understanding of the modes/methodologies of literary criticism and their</p>	<p>Develop cohesive thesis statements</p> <p>85% will: Provide written support for documentation and MLA formatting</p> <p>Participation in DB</p> <p>reading quizzes, homework</p> <p>weekly literary responses</p> <p>research</p> <p>book reports</p> <p>examinations</p>	<p>Students evaluated and discussed popular critical opinion of the assigned works and demonstrated an understanding of both its importance as well as its limitations as a literary tool.</p> <p>Students read each others' postings on DB and responded with differing points of view.</p> <p>Literary responses throughout the</p>	<p>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</p>

<p>and texts. Upon completion, students should be able to interpret, analyze, evaluate, and discuss works</p>	<p>present state.</p>	<p>functional applications to the assigned works. Develop a more advanced appreciation for literary forms and recognition of their historical context.</p>		<p>semester based on poetry, dramatic play, comedic play, novel and short story.</p>	<p>stated in syllabus</p>
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Instructional Programs – Spring 2012 Outcomes Table

Distance Learning

Program: ENG 111 1D1
Department: English
Name: Wynette Richardson

Goal	Intended Student-Learning Outcome	Criteria for Success	Assessment Tools	Assessment Results	Use of Results
This course is designed to help the student acquire skills in writing different types of papers. Emphasis is placed on research skills, sentencings and structure, punctuation and complex thinking.	Upon completion, students should be able to understand MLA concepts and have mastery of their writing skills.	Ability to utilize grammatical rules associated with writing all documents submitted; 85% of students will foster the ability to correctly format and document (MLA) specific assignments	Edit and revise student writing. Compose and submit a variety of writing styles to include: narrative, descriptive, cause and effect, and research.	Students were able to understand grammatical rules through writing documents, making errors and correcting them. 90% of students were able to master the MLA format for specific assignments.	In order to have more student outcome with the MLA assignments, the students will have more practice other than writing assignments. It is imperative that 100% of the students are able to understand and know the MLA format.

Instructional Programs – Spring 2012 Outcomes Table

Distance Learning

Program: ENG 233 1D1
Department: English
Name: Wynette Richardson

Goal	Intended Student-Learning Outcome	Criteria for Success	Assessment Tools	Assessment Results	Use of Results
This course is an intensive study of works of major American authors. Emphasis will be placed on history, culture, and literary merits.	Upon completion, students should be able to interpret, analyze, and evaluate the works studied.	85% of students will foster the ability to research and interpret information that has influenced the canon of American Literature. 85% of the students will effectively report researched information in a written, prescribed format utilizing standard MLA documentation.	Edit and revise student writing. Compose and submit a variety of writing styles.	95% of the students were able to research and interpret information in the canon of American Literature. 95% of the students were able to research and write documents essay using the MLA format.	In order to get 100% on the interpretation and use of MLA format in ENG 233 is to ensure that the curriculum is being taught on all levels for the students to understand.

Instructional Programs – Spring 2012 Outcomes Table

Distance Learning

SCHOOL: Halifax Community College

DEPARTMENT: College Transfer

Name: Walter Goode

Purpose/Mission statement that relates to the mission of the institution:

HCC strives to meet the diverse needs of our community by providing high-quality, accessible and affordable education and services for a rapidly changing and globally competitive marketplace.

Goal	<u>Intended Student-Learning Outcome</u>	Criteria for Success	Assessment Tools	Resources/Cost	Assessment Results/Outcomes	Use of Results
1. Identify and explain important fictional elements such as plot, conflict, narrative technique, style, tone, mood, setting, and character	1. Upon completion, students should be able to identify each of these concepts found in the literature read and explain its use in the student's weekly papers.	1. 85% of students will demonstrate knowledge of the elements by writing about each in weekly papers and successfully completing examinations with passing grades,	1. a. Weekly papers will be evaluated to determine if students understand. b. A mid-term and final exam.		1. 95% of the papers expected by students were completed.	1. a. Greater accountability from the students must be enforced. b. Class attendance must be improved (an 8:00 AM course should not be taken by students if they cannot keep up that early in the morning.)
2. Interpret and discuss the meaning of a poem using poetic	2. Upon completion, students will explicate at least one poem in one of	2. 100% of the students will demonstrate that they can explicate a poem by writing a	2. One of the weekly literary responses will be graded to see that the student		2. Each student in the class was graded on at least one poem explication.	2. The course needs revision so that the one poem explication paper will be graded once,

<p>terminology.</p> <p>3. Identify and explain the significance of literary devices in the context of literary works.</p> <p>4. Critically analyze literature.</p> <p>5. Write critical essays that are developed and supported with a thesis and conclusion and MLA documentation.</p> <p>Navigate electronic databases to select or reject sources of information</p>	<p>the weekly papers.</p> <p>3.</p> <p>4.</p> <p>5. At completion, students will demonstrate the ability to organize an essay in MLA format.</p>	<p>literary response to a poem of his/her choice.</p> <p>5. Students will demonstrate mastery by writing a research paper in proper MLA format.</p>	<p>understands how to explicate a poem.</p> <p>5. The student research paper will be graded to rate the students abilities. 100% of the students should complete this assignment.</p>		<p>5. Only 85% of the students successfully completed the assignment.</p>	<p>returned for revision, and then graded again after the revision.</p> <p>5. The research paper needs to be turned much earlier so that corrective measures can be implemented if a student is deficient.</p>
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<p>for use in student writing.</p> <ul style="list-style-type: none">· Evaluate and interpret themes in literature.· Appreciate literary works from different cultures and points of view.						
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Instructional Programs – Spring 2012 Outcomes Table

Distance Learning

SCHOOL: Halifax Community College

DEPARTMENT: College Transfer

Name: Walter Goode

Purpose/Mission statement that relates to the mission of the institution:

HCC strives to meet the diverse needs of our community by providing high-quality, accessible and affordable education and services for a rapidly changing and globally competitive marketplace.

Goal	<u>Intended Student-Learning Outcome</u>	Criteria for Success	Assessment Tools	Resources/ Cost	Assessment Results/ Outcomes	Use of Results
1. Identify and explain important fictional elements such as plot, conflict, narrative technique, style, tone, mood, setting, and character	1. Upon completion, students should be able to identify each of these concepts found in the literature read and explain its use in the student's weekly papers.	1. 85% of students will demonstrate knowledge of the elements by writing about each in weekly papers and successfully completing examinations with passing grades,	1. a. Weekly papers will be evaluated to determine if students understand. b. A mid-term and final exam.		1. ____ of the papers expected by students were completed.	1. a. Greater accountability from the students must be enforced. b. Class attendance must be improved (an 8:00 AM course should not be taken by students if they cannot keep up that early in the morning.)
2. Interpret and discuss the meaning of a poem using poetic	2. Upon completion, students will explicate at least one poem in one of the weekly papers.	2. 100% of the students will demonstrate that they can explicate a poem by writing a literary	2. One of the weekly literary responses will be graded to see that the student		2. Each student in the class was graded on at least one poem explication.	2. The course needs revision so that the one poem explication paper will be graded once, returned for

<p>terminology.</p> <p>3. Identify and explain the significance of literary devices in the context of literary works.</p> <p>4. Critically analyze literature.</p> <p>5. Write critical essays that are developed and supported with a thesis and conclusion and MLA documentation.</p> <p>Navigate electronic databases to select or reject sources of information</p>	<p>3.</p> <p>4.</p> <p>5. At completion, students will demonstrate the ability to organize an essay in MLA format.</p>	<p>response to a poem of his/her choice.</p> <p>5. Students will demonstrate mastery by writing a research paper in proper MLA format.</p>	<p>understands how to explicate a poem.</p> <p>5. The student research paper will be graded to rate the students abilities. 100% of the students should complete this assignment.</p>		<p>5. Only 85% of the students successfully completed the assignment.</p>	<p>revision, and then graded again after the revision.</p> <p>5. The research paper needs to be required to be turned much earlier so that corrective measures can be implemented if a student is deficient.</p>
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for use in student writing. Evaluate and interpret themes in literature. Appreciate literary works from different cultures and points of view.						
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Instructional Programs – Spring 2012 Outcomes Table

Distance Learning

School of Arts & Science

Health 110, Personal Health and Wellness

Distance Learning

Scott Dameron

Purpose: The purpose of the Health and Physical Education Department is to promote and instill the positive effects of life-long physical activity and an overall healthy lifestyle by offering Physical Education and Health courses in the College Transfer curriculum.

Goal	Intended Student - Learning Outcome <hr/> Intended Outcome	Criteria For Success	Assessment Tools	Resources/Cost	Assessment Results	Use of Results
Students will be provided with an introduction to basic personal health and wellness that will allow	Students will have an awareness of the value that life-long health and wellness plays in their overall-well-being.	At least 85% of students will complete the course with at least an 80% average.	Tests administered at completion of each module. Critical thinking questions assigned and related to	Blackboard, text, etc.	80% of the students in the course received at least an 80% average	Continue to promote and introduce personal health and wellness through current distance learning assessment.

<p>them to demonstrate the information necessary to maintain a healthy lifestyle</p>	<p>Students will be able to discuss and understand skills, techniques, and strategies to incorporate and adopt a healthy lifestyle.</p>		<p>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>			<p>Continue to incorporate and increase student and instructor interaction through increased use of available technology.</p>
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Instructional Programs – Spring 2012 Outcomes Table

Distance Learning

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

Purpose/Mission statement that relates to the mission of the institution: The purpose of the Paralegal Technology program is to provide knowledgeable and skilled graduates that are prepared to effectively assist attorneys in the legal field.

Institutional Goals:

- I. To ensure a qualified workforce by providing high quality, accessible, flexible training and transfer programs to a diverse student population.
 - A. Provide technical and vocational education leading to an associate in applied science degree, a diploma, or certificate that meets the employment needs of the community.
- II. To ensure that graduates of the Associate Degree Programs (AA/AS/AAS) are competent in the following areas:
 - E. AAS graduates will perform specialized technical skills related to their program major.

<u>Goal</u>	<u>Intended Student Learning Outcome</u>	<u>Criteria for Success</u>	<u>Assessment Tools</u>	<u>Assessment Results</u>	<u>Use of Results</u>
LEX 210- Real Property II The goal of the Paralegal Technology Department is to provide students with the training and	Upon successful completion of the course, the student will be able to: Identify and categorize real and personal property. Identify an understanding of conveyances and	Students within the paralegal technology program will receive ratings of good, satisfactory, or better on 90% of items assignments, exams and quizzes throughout the semester.	Assignments, Quizzes, Exams, Class Evaluations, GPA, Final portfolio	This assessment revealed that students scored above average (85%) on 100% of the items of assignments, exams, and quizzes throughout the semester. This	The program will use the results of this assessment to analyze and assess ways to improve competencies in the real property course preparation.

<p>skills necessary to become competent, and proficient paralegal professionals.</p>	<p>encumbrances, and the impact they have on real property. Develop an understanding of how to effectively do title recordation. Demonstrate an effectual knowledge of special proceedings. Demonstrate how to effectively draft deeds, titles, and other pertinent real estate documents.</p>	<p>Students within the paralegal technology program will achieve a score of average or better on the final exam.</p> <p>Students within the paralegal technology program will achieve a score of average or better in mock examinations, and portfolio required in course work assigned.</p> <p>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>assessment was met. This assessment revealed that students scored all students scored above average (95-100%) pm the final exam. This assessment was met.</p> <p>This assessment revealed that students scored above average (90%) on 100% of all items, including the final portfolio. This assessment was met.</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. This outcome was met.</p>	<p>The program will use the results of this assessment to analyze and critique methods used to increase program 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 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</p>
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					for paralegals in the legal work force.
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Instructional Programs – Spring 2012 Outcomes Table

Distance Learning

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

Purpose/Mission statement that relates to the mission of the institution: The purpose of the Paralegal Technology program is to provide knowledgeable and skilled graduates that are prepared to effectively assist attorneys in the legal field.

Institutional Goals:

- I. To ensure a qualified workforce by providing high quality, accessible, flexible training and transfer programs to a diverse student population.
 - A. Provide technical and vocational education leading to an associate in applied science degree, a diploma, or certificate that meets the employment needs of the community.
- II. To ensure that graduates of the Associate Degree Programs (AA/AS/AAS) are competent in the following areas:
 - E. AAS graduates will perform specialized technical skills related to their program major.

<u>Goal</u>	<u>Intended Student Learning Outcome</u>	<u>Criteria for Success</u>	<u>Assessment Tools</u>	<u>Assessment Results</u>	<u>Use of Results</u>
LEX 280- Ethics and Professionalism The goal of the Paralegal	Upon successful completion of the course, the student will be able to: 1. Recognize and explain ethical roles, responsibilities, and duties in the paralegal	Students within the paralegal technology program will receive ratings of good, satisfactory, or better on 90% of items assignments, exams and quizzes	Assignments, Quizzes, Exams, Class Evaluations, GPA, Final portfolio	This assessment revealed that students scored average (79%) on 100% of the items of assignments, exams, and quizzes throughout the	The program will use the results of this assessment to analyze and assess ways to improve competencies in the real property course preparation.

<p>Technology Department is to provide students with the training and skills necessary to become competent, and proficient paralegal professionals .</p>	<p>profession. 2. Identify an understanding of how to research and acquire employment opportunities in the paralegal profession. 3. Apply an understanding of procedures employed to gain paralegal certification.</p>	<p>throughout the semester.</p> <p>Students within the paralegal technology program will achieve a score of average or better on the final</p>		<p>semester. This assessment was met, with some outlying factors. 57% of students scored 90% or better. 28% of students scored average; and 28% of students scored lower than average. The data shows that those that scored lower than average failed to turn in all items as required, which affected the final analysis of the course average. This assessment revealed that 86% of all students scored above average (92-100%) on the final exam. The average on this assessment was 82%. This assessment was met.</p>	<p>The program will use</p>
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		<p>exam.</p> <p>Students within the paralegal technology program will achieve a score of average or better in mock examinations, and portfolio required in course work assigned.</p> <p>The students will be provided access to</p>		<p>This assessment revealed that students scored an average (78%) on 100% of all items, including the final portfolio. The assessment was met.</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. This outcome was met.</p>	<p>the results of this assessment to analyze and critique methods used to increase program 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 for all students enrolled in the paralegal technology</p>
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		<p>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>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 – Spring 2012 Outcomes Table

Distance Learning

Instructional Programs – SPRING 2012 Outcomes Table

Program: Distance Learning
Department: Medical Office Administration
Name: Julie Bain/Deborah Boone
Purpose: The purpose of the Medical Office Administration AAS degree program is to prepare graduates for entry-level office positions in medical and allied health facilities.

Goal	Intended Student-Learning Outcome	Criteria for Success	Assessment Tools	Assessment Results	Use of Results
MED-121 MEDICAL TERMINOLOG Y I	Students will demonstrate knowledge of medical terminology and how correct usage is vital in the medical office.	<u>80%</u> 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.	82% of students completed with a C or better.	Continue to update material for student advancement.

Instructional Programs – SPRING 2012 Outcomes Table

Distance Learning

Program: Distance Learning
Department: Medical Office Administration
Name: Julie Bain/Deborah Boone
Purpose: The purpose of the Medical Office Administration AAS degree program is to prepare graduates for entry-level office positions in medical and allied health facilities.

Goal	<u>Intended Student-Learning Outcome</u>	Criteria for Success	Assessment Tools	Assessment Results	Use of Results
MED-121 MEDICAL TERMINOLOG Y I	Students will demonstrate knowledge of medical terminology and how correct usage is vital in the medical office.	<u>80%</u> 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.	82% of students completed with a C or better.	Continue to update material for student advancement.

Instructional Programs SPRING 2012 Outcomes Table

Distance Learning

Program: Distance Learning
Department: Medical Office Administration
Name: Deborah Boone
Purpose: **The purpose of the Medical Office Administration AAS degree program is to prepare graduates for entry-level office positions in medical and allied health facilities.**

Goal	Intended Student-Learning Outcome	Criteria for Success	Assessment Tools	Assessment Results	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,	MET 100% of students completed the course with a grade of C or higher.	Continue to add items relevant to the actual work environment into this course.

			analyze data and determine error resolutions. Methods: Projects, Tests, and Quizzes.		
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Goal	Intended Student-Learning Outcome	Criteria for Success	Assessment Tools	Assessment Results	Use of Results
MED-232 MEDICAL INSURANCE CODING	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..	<u>80%</u> of all students will complete the MED-232, Medical Insurance Coding, with a grade of C or better. (Hybrid)	Using various sources of books, forms, research and discussion topics, students will develop skills required to successfully code for medical insurance.. Students will develop skills necessary to code for insurance claims in the medical office setting. Methods: Projects, Research, Current Events, Tests, and Quizzes.	MET 92% of student completed the course with a grade of C or higher.	Add additional coding for exposure to the upgrade to ICD-10-CM. Do additional coding from patient files.

Goal	<u>Intended Student-Learning Outcome</u>	Criteria for Success	Assessment Tools	Assessment Results	Use of Results
OST-242 MEDICAL TRANSCRIPTION I	Degree students will demonstrate their knowledge of medical terminology with proficiency in medical transcription.	<u>80%</u> of degree students will complete course OST-242, Medical Transcription II, with a grade of C or better. (Hybrid)	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 Methods: Evaluate Transcription Progress, Quizzes, And Proofreading Medical Reports.	NOT MET. 75% of students completed the course with a grade of C or higher. Out of the 8 students in this section, 6 students completed the course with a grade of C or higher. 2 students did not meet this goal.	Due to increase of EHR, and the decreased need for transcription in the medical setting, this course has been deleted from the curriculum.

Instructional Programs SPRING 2012 Outcomes Table

Distance Learning

SCHOOL: Office Systems Technology

DEPARTMENT: Office Administration

Name: Tuwana Jones

Purpose:

Goal	Intended Student-Learning Outcome	Criteria for Success	Assessment Tools	Resources /Cost	Assessment Results/ Outcomes	Use of Results
.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, Power Points	0	75% of students in these courses had a grade of "C" or better	Will continue with current assessment method.

Instructional Programs – SPRING 2012 Outcomes Table

Distance Learning

Program: Hybrid /Online
Department: Office Administration Technology
Name: Bessie I. Reed-Moore
Purpose: **Purpose/Mission statement that relates to the mission of the institution:** The purpose of the Office Administration Technology curriculum is to prepare individuals for positions in administrative support careers. It equips office professionals to respond to the demands of a dynamic computerized workplace by developing proficiencies in the use of integrated software, oral and written communication skills, analysis and coordination of office duties and systems and other support functions. Emphasis is placed on non-technical as well as technical skills.

MID-YEAR REPORT

Goal	Intended Student-Learning Outcome	Criteria for Success	Assessment Tools	Assessment Results	Use of Results
Provide graduates with the technical and interpersonal skills necessary to be successful in an Office Administration Position OST 289 OST 236	Office Administration Technology (OST) graduates will acquire the level of skills necessary to meet industry standards and successfully compete for employment in the Professional Office Administration field.	80% of students who graduate will demonstrate proficiency in the use of office equipment. Exercises in the individualized programs require the application of technical skills with a high degree of accuracy.	Students work is evaluated throughout the program using different instruments, i. e., test/quizzes, timed exercises, group projects, oral presentations, written reports, portfolio, etc., Students are required to work in the Office Administration field as part of the	96% of students completed these courses with a grade of “C” or better	Diversity in teaching methods has proven to reach many students no matter what level they were on. We went the extra mile to meet students on the level they were and brought them to the level that would assure them success in the job market. These teaching methods, i.e. lecture, group projects, discussion board, report writing and test are innovative concepts in teaching and learning solutions designed to best reach today’s students. This has been very successful FY2011 five new skill sets were added to Office Administration

		80% of students will meet the North Carolina Community College System's Standards in the OST field of study.	<p>curriculum's work experience during the last semester in school.</p> <p>CO-OP work books are monitored for completion and accuracy by the CO-OP Supervisor</p>	<p>CO-OP work books are monitored for completion and accuracy by the CO-OP Supervisor</p>	<p>Program: Office Computation, Issues in Office Technology, Introduction to Office Systems, Speech Recognition and Advance Word/Information Processing. These changes were made in order to strength the program's technological basis.</p> <p>During the Spring 2012 semester many students have noticed the change and inquired. A slight increase in enrollment in the OST Program has been realized for FY 2011-2012.</p>
	Provide graduates with up-to-date technology skills that are required for the successful completion of the program. Students will demonstrate their working knowledge of the subject matter and proficiency in the use of Office Systems Software packages.		Students are required to participate in a mock interview process during the last semester of school after completing multiple assignments related to the work experience.	80% of Students scheduled to graduate in Spring 2012 participated in the Mock Interviews. Reports from interviewers were very favorable.	These results were used to plan teaching strategies, facilitate students learning and motivate more students to participate in these mock interviews for the experience of interviewing. This experience has strengthen their interview skills, thus better their chances in gaining employment.

Instructional Programs – Spring 2012 Outcomes Table

Distance Learning

SCHOOL: Halifax Community College

DEPARTMENT: Office Administration Technology

Name: **Karen R. Short**

Purpose: The purpose of the Office Administration Technology curriculum is to prepare individuals for positions in administrative support careers. It equips office professionals to respond to the demands of a dynamic computerized workplace by developing proficiencies in the use of integrated software, oral, and written communication skills.

Goal	<u>Intended Student-Learning Outcome</u>	Criteria for Success	Assessment Tools	Resources/ Cost	Assessment Results/ Outcomes	Use of Results
OST 131 Keyboarding						
Provide and prepare students in technical keyboarding skills necessary to be successful in an Office Administration Position	<p>Students will compete auspiciously with students from comparable programs on national exams.</p> <p>-Students will be able to successfully compete for employment in their field utilizing the level of skills acquired.</p> <p>Students will be able to transfer or apply successfully to other programs (4 yr. degree)</p>	85% of the students who graduate will pass this course with a “C” or better. The students who graduate will be able to successfully exhibit proficiency and accuracy using the touch system.	<p>Students are evaluated throughout the program using a variety of diverse tools.</p> <p>Examples: Quizzes Typed documents Multiple choice exam Timed Writings Portfolio</p>		<p>93% of students passed with a “C” or better.</p> <p>Different teaching methods have proven to have a positive outcome in reaching a diverse group of students.</p>	Diversity in instruction methods has proven to reach many students no matter what level they are on. These methods were designed to best reach today’s students and have proven to be effective.

Instructional Programs – Spring 2012 Outcomes Table

Distance Learning

SCHOOL: School of Business

DEPARTMENT: Office Administration

Name: Monica Simmons

Purpose: The purpose of the Office Administration curriculum is to prepare individuals for positions in administrative support careers. It equips office professionals to respond to the demands of a dynamic computerized workplace.

Goal	<u>Intended Student-Learning Outcome</u>	Criteria for Success	Assessment Tools	Resources/ Cost	Assessment Results/ Outcomes	Use of Results
To prepare students for a career in Office Administration.	<u>OST 137</u> Students will become familiar with the basic operations in Microsoft Excel, Microsoft Access, Microsoft PowerPoint, and Microsoft Access.	At least 85% of the students will complete their overall assignments with a score of 78 (C) or better.	Student Portfolio, Discussion Boards and Standardized tests.	None	15 out of 19 (78%) of the students completed their overall assignments with a score of 78 (C) or better. Our goal was not met.	Will continue with current assessment tools and reevaluate Fall 2012.
To prepare students for a career in Office Administration.	<u>OST 136</u> Students will demonstrate the ability to use Microsoft Word to plan and create business documents.	At least 85% of the students will complete their overall assignments with a score of 78 (C) or better.	Written/Typed Reports, Discussion Boards, Standardized tests.	None	16 out of 21 (76%) of the students completed their overall assignments with a score of 78 (C) or better. Our goal was not met.	Will continue with current assessment tools and reevaluate Fall 2012.

Instructional Programs – Spring 2012 Outcomes Table

Distance Learning

Program: Welding Technology
Department: Welding
Name: Carl Harris

Goal	Intended Student-Learning Outcome	Criteria for Success	Assessment Tools	Assessment Results	Use of Results
<p>WLD 141 Symbols and Specifications</p> <p>To prepare students for employment opportunities which require welding print interpretation and knowledge in welding specifications.</p>	<ol style="list-style-type: none"> The students will know the fundamentals of symbols and specifications. The students will be able to apply knowledge to interpret, prep, and assemble parts/structures according to a welding print. 	<p>Assignments: 80% of students who complete this course will have an average online assignment score of 75 or better.</p> <p>80% of students who complete this course will have an average written test score of 75 or better.</p>	<ol style="list-style-type: none"> Online Assignments Written Test 	<p>50 % of students made a 75 or better on online assignments.</p> <p>75 % of students made a 75 or better on written test.</p>	<p>Textbook material and classroom methods will be reexamined for future improvement. Discuss putting a local prerequisite on this course.</p>

Instructional Programs – Spring 2012 Outcomes Table

Distance Learning

Goal	Intended Student-Learning Outcome	Criteria for Success	Assessment Tools	Assessment Results	Use of Results
	Intended Outcome				
<p>CJC 121 – Police Operations</p> <p>The purpose of the criminal justice curriculum course of study is to improve the quality of life, the educational and economic base of the service area by offering an associate in applied science body of instruction designed to afford the student the advanced opportunity to earn the A.A.S. degree with student transfer opportunities to a senior institution; and overall provide the student with a life-long learning</p>	<p>Upon successful completion of this course the student will be able to:</p> <ol style="list-style-type: none"> 1. Name the components of the American criminal justice system and define the associative roles of each individual subgroup as well as recognizing the intra-relationship of each as it relates to the others. (Knowledge) 2. Appreciate the influence of a variety of social, economic, personal, and demographic factors of crime rate trends and its impact upon all subgroups of the criminal justice system.(Attitudinal) 3. Effectively apply biological, psychological, and sociological theories of crime to field 	<ol style="list-style-type: none"> 1. Graduates from the criminal justice degree program will receive ratings of satisfactory, good or better on 90% of assignments, exams, quizzes or special projects throughout the semester. 2. Graduates from the criminal justice degree program will achieve a score of 80% or better on the final exam. 3. Graduates from the criminal justice degree program will 	<p>Assignments, discussion boards, writing assignments, module quizzes, special reading assignments.</p>	<ol style="list-style-type: none"> 1. Assessment of this criteria indicated that 83% of course students met this objective. 2. This assessment is still in progress 	<p>Student problems were related to usernames and passwords. WebAdvisor instructions were reviewed for accuracy.</p>

<p>and personal growth opportunity.</p>	<p>decisions. (Behavioral)</p> <p>4. Assess the projected future of the American criminal justice system (i.e. emerging criminalistic technology, cybercrime, terrorism and homeland defense) and its comparative impact on individual rights as guaranteed by the First, Second, Fourth, Fifth, Sixth, Eighth and Fourteenth Amendments. (Evaluation)</p>	<p>achieve a 90% completion rate for all discussion board assignments.</p>		<p>3. This measurement indicated that 91% of the students successfully met this objective.</p>	
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SCHOOL:

Legal and Public Services

DEPARTMENT:

Department of Criminal Justice Technology & training

Purpose/Mission statement that relates to the mission of the institution:

The purpose of the criminal justice curriculum course of study is to improve the quality of life, the educational and economic base of the service area by offering an associate in applied science body of instruction designed to afford the student the advanced opportunity to earn the A.A.S. degree with student transfer opportunities to a senior institution; and overall provide the student with a life-long learning and personal growth opportunity.

Goal	Intended Student-Learning Outcome	Criteria for Success	Assessment Tools	Assessment Results	Use of Results
	Intended Outcome				
<p>CJC 212 – Ethics and Community Relations</p> <p>The purpose of the criminal justice curriculum course of study is to improve the quality of life, the educational and economic base of the service area by offering an associate in applied science body of instruction designed to afford the student the advanced opportunity to earn the A.A.S. degree with student transfer opportunities</p>	<p>Upon successful completion of this course the student will be able to:</p> <ol style="list-style-type: none"> 1. Define why the study of ethics is important for criminal justice professionals. 2. Describe the two different missions of law enforcement in a democratic society. 3. Explain the role of law in society and the 	<ol style="list-style-type: none"> 4. Graduates from the criminal justice degree program will receive ratings of satisfactory, good or better on 90% of assignments, exams, quizzes or special projects throughout the semester. 5. Graduates from the criminal justice degree program will achieve a score of 80% or better on the final exam. 6. Graduates from the criminal justice degree program will achieve a 90% completion rate for all discussion board assignments. 	<p>Assignments, discussion boards, writing assignments, module quizzes, special reading assignments.</p>	<ol style="list-style-type: none"> 4. Assessment of this criteria indicated that 83% of course students met this objective. 5. This assessment is still in progress 	<ol style="list-style-type: none"> 1. Assessments will be utilized to assist students with the enhancements of success factors for the DL course context. 2.

<p>to a senior institution; and overall provide the student with a life-long learning and personal growth opportunity.</p>	<p>paradigms that have developed to understand how law is formed and enforced.</p> <p>4. Describe the ethical codes for correctional officers, treatment professionals, and probation & parole officers.</p>			<p>6. This measurement indicated that 91% of the students successfully met this objective.</p>	<p>3. Program results will be used to analyze and critique methods in order to improve course performance for all students enrolled in the criminal justice degree program.</p>
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