

OZARKS TECHNICAL COMMUNITY COLLEGE

ASSESSMENT OF STUDENT LEARNING REPORT FOR ACADEMIC DIVISIONS 2010-2011



**ASSESSMENT OF STUDENT LEARNING OUTCOMES
FALL 2010 – SPRING 2011**

ASSESSMENT OF STUDENT LEARNING OUTCOMES
Fall 2010-Spring 2011

Mission

The mission of Ozarks Technical Community College is to promote student learning through accessible, high quality, affordable workforce training, and technical and general education that is responsive to the educational needs of the community and its diverse constituencies.

In order to fulfill its mission to promote student learning through accessible high quality education that is responsive to the needs of the community and its diverse constituencies, the College has implemented on-going assessment activities that provide the feedback needed for the following purposes:

- Improve teaching effectiveness and student learning,
- Improve and revise curriculum,
- Improve the quality of programs and the process of program planning,
- Allocate necessary resources needed for effective planning and budgeting, and
- Demonstrate accountability to internal and external constituencies.

Assessment of student learning is designed to support the mission through the process of measuring and evaluating institution, division, program/department, and course effectiveness. This occurs through the gathering of data to determine the initial level of student learning, evaluating the results of this evidence, determining what actions are necessary to improve student learning and success, and incorporating the proposed actions into the assessment process.

Assessment at these various levels allows the College to capitalize on strengths, identify areas where opportunities for enhancement exist, and implement changes and improvements in teaching, learning, and program quality. The data generated through campus-wide assessment processes becomes the basis for collaborative decision making at many levels within the institution providing evidence to all stakeholders that students are successfully achieving the established academic goals.

The following 2010-2011 report contains the assessment results for the assessment of student learning at the institution, division, program/department, and course levels as well as faculty proposed action plans for the course level . In addition, a summary of changes that have occurred and future plans are included.

**SUMMARY OF INCORPORATED CHANGES AND FUTURE PLANS
FOR ASSESSMENT OF STUDENT LEARNING**

Academic Year 2008-2009

- Incorporated assessment into the curriculum process by establishing a requirement of listing how course objectives would be assessed
- Introduced the Course Assessment Spreadsheet with approximately 15 training sessions each semester for faculty
- Full-time faculty constructed course assessment plans, selected appropriate assessment tools for course objectives, and developed grading rubrics for subjective assessment tools
- Built OTC academic format into WEAVEOnline for the purpose of entering assessment data
- Faculty members established or reviewed and updated program/department goals and mission statements
- Faculty from each instructional division established division learning outcomes and mission statements for their division
- With input from faculty and Instructional Council, Institutional Learning Outcomes were established
- Full-time faculty assessed selected courses
- Through the curriculum approval process, faculty began evaluating course objectives to determine if they were measurable and rewriting if necessary.
- Established a Course Assessment Schedule for AY 2009-2010 and AY 2010-2011
 - General Education: Selected core general education courses for the A.A. transfer degree for assessment
 - Technical Education and Business/Accounting: Selected courses from the first two semesters for the A.A.S. degree for assessment
 - Allied Health: Selected specific courses from each program for assessment

Academic Year 2009-2010

- Full-time and adjunct faculty assessed courses from each instructional division according to the Course Assessment Schedule established in Spring 2009
- To accomplish assessment at all levels, faculty mapped course objectives to program/department goals, program/department goals to division outcomes, and division outcomes to institutional learning outcomes.

- Through the curriculum approval process, faculty continued to evaluate and rewrite course objectives as necessary
- Through discussion among faculty, faculty developed action plans for the course level assessment based on course assessment results
- Assessment results and action plans are incorporated into the five-year program reviews and annual budget action plans

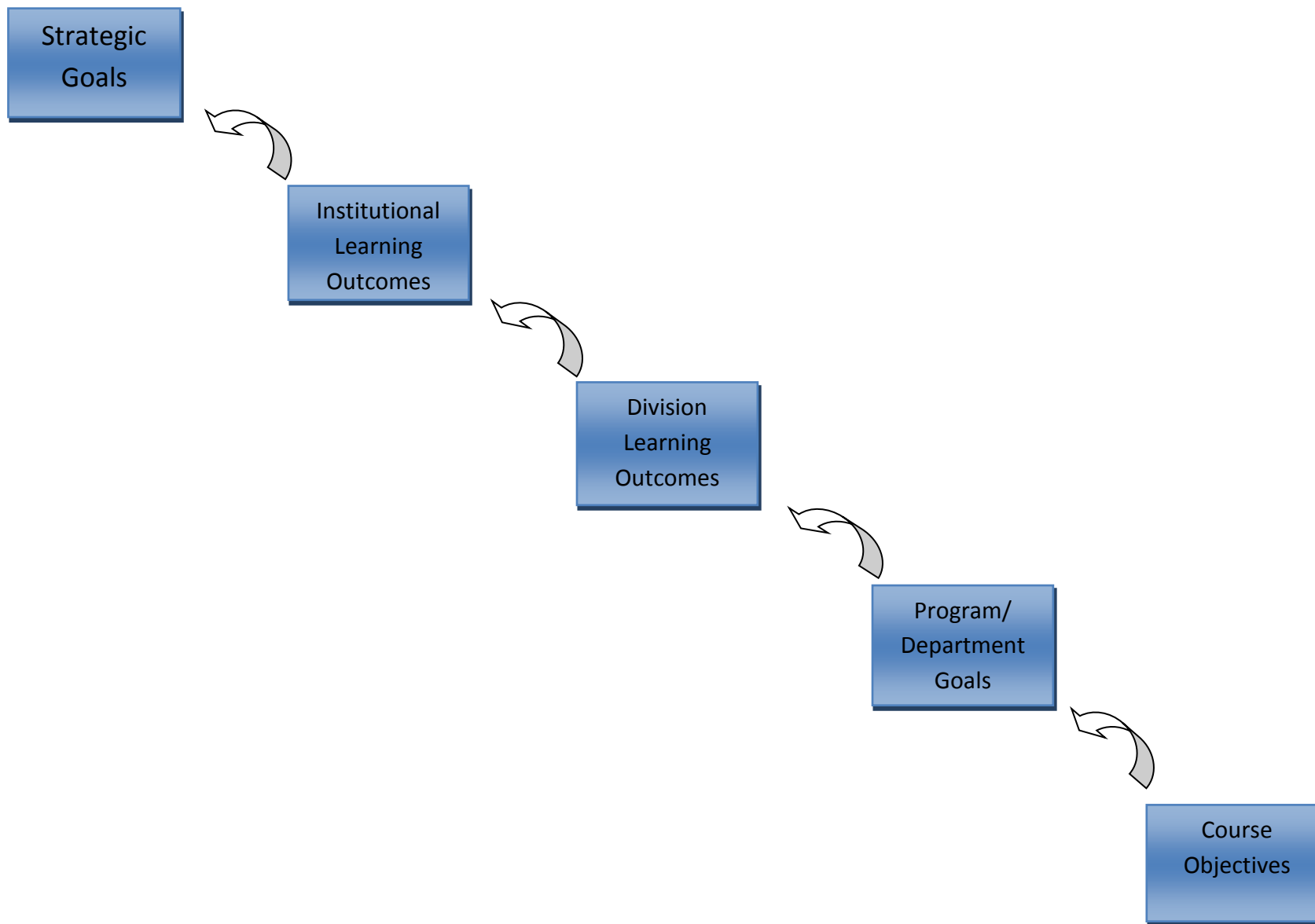
Academic Year 2010-2011

- Continue with the current assessment process tracking action plan results and new proposed action plans based on the results of assessment of student learning
- Prepared for February HLC sit visit
- Conducted a faculty assessment survey to evaluate faculty perception of the assessment process
- Reviewed Institutional Learning Outcomes with faculty and administration
- Restructured the Assessment Committee to include more faculty members and utilize administration members as resource members.

Future Assessment Planning

- Revise and incorporate changes according to HLC and consultant recommendations.
 - Move from a one-year cycle of assessment to a three-year cycle
 - Incorporate additional direct and indirect assessment measures into the evaluation of effective teaching and student learning at the program/department and institution level
 - Develop action plans based on program level assessment as well as course level
 - Promote a stronger culture of assessment and assessment innovation
 - Enhance professional development opportunities for assessment
 - Incorporate the assessment of student learning results into the Annual Institutional Effectiveness reports designed to assess the College's Strategic Plan and to connect budget request to assessment results and strategic planning goals.

LEVELS OF ASSESSMENT OF STUDENT LEARNING



Strategic Goals

Innovation: The College will provide innovative teaching strategies that promote continued learning opportunities for students.

Learning Centered: The College will promote a learning-centered environment that focuses on students' needs and reduces barriers to student success.

INSTITUTION LEVEL ASSESSMENT OF STUDENT LEARNING RESULTS 2010-2011

Total % of Students Meeting Institutional Learning Outcomes

Benchmark 70%

Institutional Learning Outcomes		All Divisions Combined	Allied Health	Business/Accounting	General Education	Technical Education
1	<u>Communication</u> : Students will demonstrate effective communication skills, including listening, speaking, and writing in order to advance academically and professionally.	77.5%	89.5%	75.9%	70.6%	86.4%
2	<u>Employability</u> : Students will develop career competencies and self-management skills needed to gain employment in their chosen professions.	80.8%	89.6%	76.3%	69.7%	85.5%
3	<u>Professionalism</u> : Students will develop personal and professional relationships by demonstrating ethical behavior, collaborative work, and constructive conflict resolution to promote success and advancement in their careers.	77.6%	90.8%	75.5%	74.2%	85.4%
4	<u>Critical Reasoning</u> : Students will demonstrate the ability to contribute actively and successfully to their community through the processes of analyzing, reflecting, reasoning, and forming conclusions and judgments on a variety of ideas, issues, and information.	77.1%	91.1%	76.0%	75.3%	84.5%
5	<u>Information Management</u> : Students will demonstrate how to create, retrieve, organize, and analyze information, including information from digital and technological sources.	77.1%	89.7%	76.4%	72.3%	85.8%
6	<u>Culture and Global Awareness</u> : Students will demonstrate the ability to recognize and respect the impact of differing cultures, ethnic groups, and values on society and the interdependence of people around the globe.	90.4%	90.9%	76.5%	not assessed	83.0%

**DIVISION LEVEL
ALLIED HEALTH
ASSESSMENT OF STUDENT LEARNING RESULTS
2010-2011**

**Total % of Students Meeting Division Outcomes by Program
Benchmark 75%**

<i>Allied Health Division Outcomes</i>		<i>All Division Courses</i>	<i>ASN Courses</i>	<i>DAS Courses</i>	<i>DHY Courses</i>	<i>EMT Courses</i>	<i>HCS Courses</i>	<i>HIT Courses</i>	<i>HIS Courses</i>
1	<u>Communication Skills</u> : Demonstrate concise and accurate communication in written and oral forms with patients/clients, practitioners, and interdisciplinary team members.	89.5%	not assessed	89.9%	90.4%	92.9%	87.6%	not assessed	not assessed
2	<u>Data Gathering Skills</u> : Collect, maintain, and analyze health data according to professional standards and legal requirements.	89.6%	not assessed	89.7%	91.8%	94.0%	91.8%	not assessed	not assessed
3	<u>Technical Skills</u> : Demonstrate competency in entry-level skills related to a specific health care occupation.	90.8%	not assessed	90.3%	90.9%	94.0%	88.0%	not assessed	not assessed
4	<u>Professionalism</u> : Adhere to ethical and legal standards for healthcare professions.	91.1%	not assessed	89.9%	90.4%	92.9%	88.9%	not assessed	not assessed
5	<u>Clinical Reasoning</u> : Utilize evidence-based practices or best practice guidelines to make reasoned decisions in a specific health care occupation.	89.7%	not assessed	89.7%	91.8%	not assessed	88.1%	not assessed	not assessed
6	<u>Employability</u> : Prepare students to be eligible for employment in their field of study.	90.9%	not assessed	90.3%	90.0%	92.9%	95.4%	not assessed	not assessed

**Total % of Students Meeting Division Outcomes by Program
Benchmark 75%**

Allied Health Division Outcomes (continued)		All Division Courses	MLT Courses	NUR Courses	OTA Courses	PTA Courses	RST Courses	SUR Courses
1	Communication Skills: Demonstrate concise and accurate communication in written and oral forms with patients/clients, practitioners, and interdisciplinary team members.	89.5%	80.0%	not assessed	94.8%	not assessed	87.7%	91.0%
2	Data Gathering Skills: Collect, maintain, and analyze health data according to professional standards and legal requirements.	89.6%	81.0%	not assessed	95.4%	not assessed	87.9%	88.6%
3	Technical Skills: Demonstrate competency in entry-level skills related to a specific health care occupation.	90.8%	82.3%	not assessed	94.6%	not assessed	88.0%	88.6%
4	Professionalism: Adhere to ethical and legal standards for healthcare professions.	91.1%	85.9%	not assessed	94.1%	not assessed	91.1%	91.0%
5	Clinical Reasoning: Utilize evidence-based practices or best practice guidelines to make reasoned decisions in a specific health care occupation.	89.7%	80.9%	not assessed	95.4%	not assessed	87.7%	90.4%
6	Employability: Prepare students to be eligible for employment in their field of study.	90.9%	92.3%	not assessed	94.0%	not assessed	88.7%	90.4%

Dental Assisting Program
Program and Course Level Assessment of Student Learning Results
2010-2011

Dental Assisting

DENTAL ASSISTING PROGRAM MISSION STATEMENT

The mission of the Ozarks Technical Community College Dental Assisting Program is to provide students with the knowledge and skills necessary to be entry-level Dental Assistants who are an asset to themselves, the dental team, and the community.

Total % of Students Meeting Program Goals Through Combined Course Results
Benchmark 75%

<i>Dental Assisting Program Goals</i>		<i>All DAS Courses</i>	<i>DAS 101</i>	<i>DAS 102</i>	<i>DAS 103</i>	<i>DAS 114</i>	<i>DAS 115</i>
1	Demonstrate the ability to comprehend, apply, and evaluate clinical information relevant to their role as a Dental Assistant.	89.7%	92.7%	85.8%	87.2%	91.1%	91.5%
2	Demonstrate technical proficiency in all skills necessary to fulfill their role as a Dental Assistant.	90.3%	94.3%	86.2%	not assessed	91.1%	not assessed
3	Demonstrate professional behavior consistent with employer expectations for the Dental Assistant.	89.9%	96.2%	85.0%	88.6%	88.8%	not assessed

<i>Dental Assisting Program Goals (continued)</i>		<i>All DAS Courses</i>	<i>DAS 120</i>	<i>DAS 130</i>	<i>DAS 132</i>	<i>DAS 150</i>	
1	Demonstrate the ability to comprehend, apply, and evaluate clinical information relevant to their role as a Dental Assistant.	89.7%	90.8%	86.5%	96.4%	91.3%	
2	Demonstrate technical proficiency in all skills necessary to fulfill their role as a Dental Assistant.	90.3%	90.8%	86.5%	96.4%	89.8%	
3	Demonstrate professional behavior consistent with employer expectations for the Dental Assistant.	89.9%	84.8%	86.5%	96.4%	89.1%	

**Total % of Students Meeting Course Objectives
Benchmark 75%**

Course Objectives - DAS 101 FA 10		% meeting course objective
1	Explain the history of dentistry.	91.3%
2	Discuss the concept of professionalism in dentistry.	92.8%
3	Demonstrate the characteristics of a professional dental assistant.	84.8%
4	Name the members of the dental healthcare team and describe their roles.	92.8%
5	Explain the basic principles of ethics and dental law.	91.3%
6	Differentiate between law and ehctics.	91.3%
7	Apply the techniques and skills used in medical emergencies in mock situations.	88.7%
8	Demonstrate continual self improvement by self-reflection through journaling.	100.0%
9	Demonstrate assisting with clinical procedures at the pre-clinical level.	100.0%
10	Apply pre-clinical skills through lab activities.	not assessed

Action Plan DAS 101					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
	All objectives were met above 75% so no actions are proposed.				

Course Objectives - DAS 102 FA 10		% meeting course objective
1	Explain government regulations and guidelines set forth by the CDC, OSHA, and the EPA.	90.8%
2	Apply infection control procedures in the dental office	85.0%
3	Describe the modes of disease transmission and the dental assistant's role in preventing disease transmission.	83.9%
4	Describe the components of an OSHA Hazard Communication Standard.	87.1%
5	Relate the OSHA Bloodborne Pathogens Standard to clinical practice.	82.3%
6	Demonstrate the principles and techniques of instrument processing and sterilization.	88.6%
7	Discuss safe waste management techniques in the dental setting.	77.7%
8	Describe and list the clinical equipment in the dental treatment area.	91.4%

Action Plan DAS 102					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
	All objectives were met above 75% so no actions are proposed.				

Course Objectives - DAS 103 SP 11		% meeting course objective
1	Define each of the dental specialties.	97.2%
2	Identify instruments used specifically for each specialty.	85.4%
3	Identify dental materials used in each specialty.	88.3%
4	List and describe the different types of procedures performed in each specialty.	88.3%
5	Explain the involvement of the laboratory in each of the specialties.	91.3%
6	Model professional behavior and etiquette during class.	100.0%

Action Plan DAS 103					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
	All objectives were met above 75% so no actions are proposed.				

Course Objectives - DAS 114 FA 10		% meeting course objective
1	Describe and apply various grasps and the principles of single and four-handed instrument exchange with a student partner.	92.2%
2	Demonstrate and list the vital signs taken in the dental office.	94.0%
3	Utilize mirror placement and fulcrum techniques to examine the oral cavity.	94.2%
4	Differentiate between dental rotary instruments and handpieces, and identify their uses.	87.9%
5	Identify and demonstrate the proper usage of evacuation systems and various isolation techniques.	91.3%
6	Explain and demonstrate assisting and performing in operative procedures.	100.0%
7	Explain and demonstrate assisting and performing preventive procedures.	84.3%

Action Plan DAS 114					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
	All objectives were met above 75% so no actions are proposed.				

Course Objectives - DAS 115 FA 10		% meeting course objective
1	Identify and locate landmarks of the face.	91.3%
2	Identify landmarks of the oral cavity.	88.0%
3	Describe the primary and permanent dentition including: name, location, function, and coding systems.	88.0%
4	Explain the differences between primary and permanent dentition.	95.7%
5	Describe classifications of occlusion.	89.9%
6	Define embryology and histology and the correlation of oral development.	94.6%
7	List major bones, muscles, arteries, veins, salivary glands and temporomandibular joint.	84.8%
8	Explain the role of nutrition in the promotion of optimal dental health.	93.5%
9	Describe normal and abnormal oral tissue.	94.6%
10	Describe how pharmacology impact oral health.	83.7%
11	Explain the etiology of dental diseases.	98.9%
12	Describe the methods of preventing dental diseases.	94.6%

Action Plan DAS 115					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
	All objectives were met above 75% so no actions are proposed.				

Course Objectives - DAS 120 FA 10		% meeting course objective
1	Identify safety hazards in a dental office and explain the methods of prevention.	84.8%
2	Explain the importance of the study of dental materials	90.4%
3	Describe the common types and normal uses of each dental materials.	94.6%
4	Demonstrate the recommended techniques for use of each dental material.	87.0%
5	Indicate the effects of variations in techniques on the properties of each dental material.	94.6%

Action Plan DAS 120					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
	All objectives were met above 75% so no actions are proposed.				

Course Objectives - DAS 130 FA 10		% meeting course objective
1	Discuss the history of dental radiography.	100.0%
2	Explain the characteristics and measurements of radiation.	87.5%
3	Describe the biological effects of radiation exposure and the requirements for radiation protection of both the operator and patient.	873.5%
4	Describe the dental x-ray machine's components and functions.	80.6%
5	Discuss techniques needed to produce quality radiographs while identifying and correcting un-diagnostic radiographs.	81.9%
6	Describe intraoral radiographic procedures.	87.2%
7	Demonstrate the techniques for intraoral radiographs.	100.0%
8	Demonstrate the methods for mounting dental radiographs.	100.0%
9	Differentiate between normal and abnormal radiographic anatomy.	76.9%

Action Plan DAS 130					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
	All objectives were met above 75% so no actions are proposed.				

Course Objectives - DAS 132 SP 11		% meeting course objective
1	Discuss the techniques used for the pediatric radiographic exam.	100.0%
2	Demonstrate the techniques used for the pediatric radiographic exam.	100.0%
3	Discuss the techniques needed for pediatric radiographs.	100.0%
4	Discuss the operator's responsibilities with legal, ethical, and educational settings.	97.4%
5	Describe the different extraoral radiographs and their purposes.	91.9%
6	Describe the techniques and purposes of panoramic radiographs.	90.6%
7	Demonstrate the technique for panoramic radiographs.	100.0%
8	Differentiate between normal and abnormal panoramic anatomy.	100.0%
9	Demonstrate the techniques for digital intraoral anatomy.	100.0%

Action Plan DAS 132					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
	All objectives were met above 75% so no actions are proposed.				

Course Objectives - DAS 150 SP 11		% meeting course objective
1	Explain the concept of dentistry as a business.	97.9%
2	Analyze the business aspect of a dental practice.	91.7%
3	Differentiate the management techniques to efficiently operate a dental office.	89.6%
4	Identify the different types of records maintained in the dental office.	95.8%
5	Develop a productive appointment schedule for the dental office.	86.1%
6	Describe the dental assistant's role in managing dental office supply inventory.	97.9%
7	Differentiate among the different dental reimbursement plans.	86.1%

Action Plan DAS 150					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
	No actions taken at this time.				

Dental Hygiene Program
Program and Course Level Assessment of Student Learning Results
2010-2011

Dental Hygiene

Dental Hygiene Program Mission Statement

Ozarks Technical Community College Dental Hygiene Program is committed to providing quality, economical, accessible, and occupationally-oriented curricular offerings allowing individuals the opportunity to develop to their fullest potential.

Total % of Students Meeting Program Goals Through Combined Course Results
Benchmark 75%

<i>Dental Hygiene Program Goals</i>		<i>All DHY Courses</i>	<i>DHY 105</i>	<i>DHY 110</i>	<i>DHY 205</i>	<i>DHY 215</i>	<i>DHY 250</i>
1	Provide quality educational program which meets the needs of students, employers, and community.	89.5%	89.4%	89.1%	92.3%	81.3%	92.8%
2	Provide necessary resources to maintain relevant curriculum	89.6%	89.4%	not assessed	92.3%	80.1%	93.7%
3	Academically and technically prepare the students for employment.	90.8%	not assessed	not assessed	92.3%	85.9%	92.3%
4	Encourage personal and professional growth through professional associations, continuing education, and community service.	91.1%	not assessed	not assessed	96.6%	77.9%	not assessed

**Total % of Students Meeting Course Objectives
Benchmark 75%**

Course Objectives - DHY 105 FA 09		% meeting course objective
1	Identify the tissues that compose the teeth and periodontium.	87.5%
2	Explain the eruption patterns and arrangement of teeth.	91.7%
3	Identify dental occlusions.	91.7%
4	Identify various dental anomalies.	93.1%
5	Identify the individual teeth and its anatomy and function.	81.9%
6	Identify components of the temporomandibular joint.	97.2%
7	Identify bones of the head and neck.	87.5%
8	Identify muscles of the head and neck.	93.1%
9	Identify components of the arterial supply and venous drainage of the head and neck.	90.3%
10	Name and identify the location of the salivary glands.	88.9%
11	Name and identify the components of the nervous system.	97.2%
12	Name and identify the components of the lymphatic system.	94.4%
13	Name and identify the fascia and spaces of the head and neck.	98.1%
14	Identify the spread of dental infections of the head and neck.	91.7%

Action Plan DHY 105					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
	All objectives were met above the 75% range so no action are proposed at this time.				

Course Objectives DHY 110 FA 10		% meeting course objective
1	Describe the three periods of prenatal development and the developmental disturbances related to these structures.	83.3%
2	Describe the development of the face and neck.	91.7%
3	Describe the development of orofacial structures.	75.0%
4	Describe the stages of tooth development and eruption.	88.9%
5	Describe the components of the cell and phases of mitosis.	93.1%
6	List and describe the basic histological types of body tissues.	95.8%
7	Describe different types of tissues associated with oral mucosa.	93.1%
8	Describe the properties, apposition and maturation of enamel.	91.7%
9	Describe the properties, apposition and maturation of dentin and pulp.	88.9%
10	Describe the properties, apposition and maturation of the periodontium (cementum, alveolar bone, and periodontal ligament).	81.9%
11	Identify the individual teeth in the oral cavity and discuss each function.	94.4%
12	Identify head and neck structures and their associated tissues.	91.7%

Action Plan DHY 110					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
	All objectives were met above the 75% range so no action are proposed at this time.				

Course Objectives - DHY 205 FA 10		% meeting course objective
1	List risk factors involved in patient care.	81.3%
2	Identify patients with special needs.	90.1%
3	Identify patient groups within the dental hygiene process of care.	93.3%
4	State components of advanced fulcruming.	87.9%
5	Differentiate between advanced instrumentation and standard instrumentation.	98.1%
6	Develop Case Presentation.	96.6%

Action Plan DHY 205					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
	All objectives were met above the 75% range so no action are proposed at this time.				

Course Objectives DHY 215 FA 10		% meeting course objective
1	List the planning steps involved in developing a dental health education program.	96.2%
2	Identify the legal considerations for the dental health educator.	61.5%
3	List the areas of community dental health.	65.4%
4	Identify the legal considerations for the dental health educator.	84.6%
5	State the age groups for community dental health projects.	66.7%
6	Discuss the sociological aspects of the cultural differences of dental patients.	88.5%
7	Plan, develop and evaluate a table clinic project.	100.0%

Action Plan DHY 215					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
2	Improve content delivery. This was the first year putting this course online.	Aug-11	n/a	n/a	high priority
3	Improve content delivery	Aug-11	n/a	n/a	high priority
5	Improve content delivery and spend more time on fluorides.	Aug-11	n/a	n/a	high priority

Course Objectives - DHY 250 SP 11		% meeting course objective
1	Identify clinic dental hygiene skills in the treatment of medically compromised patients.	96.2%
2	Identify clinical dental hygiene skills in the treatment of patients with cancer.	92.3%
3	Identify clinical dental hygiene skills in the treatment of patients with mental disorders.	92.3%
4	Describe HIPAA regulations.	84.6%
5	Discuss Evidence Based Dentistry and Dental Hygiene.	92.3%
6	List actions to take during medical and dental emergencies.	84.6%
7	Perform peer review chart audits on clinical patient charts.	100.0%
8	Mentoring with the first year dental hygiene students.	100.0%

Action Plan DHY 250					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
	All objectives were met above the 75% range so no actions are proposed at this time.				

Emergency Medical Technician Program

Program and Course Level Assessment of Student Learning Results 2010-2011

EMERGENCY MEDICAL TECHNICIAN

Emergency Medical Technician Program Mission Statement

The Ozarks Technical Community College EMT Program provides selected students with the educational opportunities, in classroom, clinical and field internships, necessary to prepare the student to enter the pre hospital emergency medical profession.

Total % of Students Meeting Program Goals Through Combined Course Results Benchmark 75%

<i>Emergency Medical Technician Program Goals</i>		<i>All EMT Courses</i>	<i>EMT 201</i>
1	Demonstrate professionalism.	92.9%	92.9%
2	Demonstrate knowledge and skills a paramedic would possess.	94.0%	94.0%
3	Demonstrate good written and communications skill.	92.9%	92.9%
4	Demonstrate effective team work.	92.9%	92.9%
5	Demonstrate careful delivery of services.	not assessed	not assessed
6	Pass all licensure exams.	not assessed	not assessed

**Total % of Students Meeting Course Objectives
Benchmark 75%**

<i>Course Objectives EMT 201 SP 11</i>		<i>% meeting course objective</i>
1	Recognize the situations in where a patient will require advanced interventions and when more basic care modalities are appropriate.	85.2
2	Evaluate and treat patients with the following manifestations: Nervous system injuries, musculoskeletal injuries, head and facial injuries, spinal emergencies, cardiovascular emergencies, thoracic emergencies, endocrine emergencies, abdominal emergencies, and genitourinary and reproductive emergencies.	95.8%
3	Perform all Basic Life Support and Advanced Life Support for trauma and medical patients necessary to care for the patients exhibiting problems listed in objective #2.	100.0%

<i>Action Plan EMT 201</i>					
<i>Obj #</i>	<i>Action proposed to improve student learning and/or teaching.</i>	<i>Target Date</i>	<i>Resources needed</i>	<i>\$ amount requested</i>	<i>High/low priority</i>
	No actions required.				

Health Science Program
Program and Course Level Assessment of Student Learning Results
2010-2011

Health Science

Health Science Program Mission Statement

The mission of the Health Sciences Program is to provide individualized, competency-based instruction to the junior and senior level high school student in preparation for entry-level employment as a Health Care Assistant in one of the varied health services occupations. The Health Sciences Program will be responsive to the educational needs and labor market demands of the community, and its health care industry and various service organizations.

**Total % of Students Meeting Program Goals Through
 Combined Course Results
 Benchmark 75%**

Health Science Program Goals		All HSC Courses	HSC 100
1	Demonstrate professional and accountable behavior as dictated by current health care standards.	88.9%	88.9%
2	Exhibit attitudes and behavior which indicate respect for individual rights of classmates, co-workers, and clients, and to observe rules of ethical behavior.	86.1%	86.1%
3	Recognize the health care professional's role as it fits into the organizational structure of a health care facility.	95.4%	95.4%
4	Demonstrate basic skills and techniques in performing uncomplicated health care procedures based on a plan of care and/or under the direction from charge personnel.	85.7%	85.7%
5	Demonstrate the ability to assist the client to return to their best health potential.	88.1%	88.1%
6	Provide health care and support to clients in meeting their physical, psychological, spiritual, and emotional needs.	89.5%	89.5%
7	Observe and participate in activities designed for orientation and introduction to varied health service occupations.	93.8%	93.8%

Total % of Students Meeting Course Objectives
Benchmark 75%

<i>Course Objectives - HSC 100 SP 11</i>		<i>% meeting course objective</i>
1	Demonstrate appropriate communication skills.	80.0%
2	Apply leadership, management, and teamwork principles.	100.0%
3	Utilize appropriate problem solving and critical thinking skills.	85.7%
4	Describe ethical and/or legal responsibilities.	88.6%
5	Discuss the organizational structure of a health care facility.	92.9%
6	Display behaviors and attitudes consistent with a successful transition from school-to-work environment.	90.0%
7	Present information on a researched health care topic.	95.7%
8	Develop civic consciousness by implementing a community service project plan.	85.7%
9	Network with directors of non-profit organizations and health care representatives.	100.0%
10	Assist in the organization of and/or participate in the SkillsUSA district competitions.	88.6%

<i>Action Plan HSC 100</i>					
<i>Obj #</i>	<i>Action proposed to improve student learning and/or teaching.</i>	<i>Target Date</i>	<i>Resources needed</i>	<i>\$ amount requested</i>	<i>High/low priority</i>
1	The assignments given to the students may need more clarification and the students might need more in class time to complete the assignment.	Spring 2012	none	none	low

Medical Laboratory Technician Program
Program and Course Level Assessment of Student Learning Results
2010-2011

Medical Laboratory Technician

Medical Laboratory Technician Mission Statement

The primary mission of the Ozarks Technical Community College's Medical Laboratory Technician Program is to deliver technical, high quality, and affordable clinical laboratory training that will open opportunities to our students and meet the workforce needs of our surrounding communities.

Total % of Students Meeting Program Goals Through Combined Course Results
Benchmark 75%

<i>Medical Laboratory Technician Program Goals</i>		<i>All MLT Courses</i>	<i>MLT 210</i>	<i>MLT 215</i>	<i>MLT 220</i>
1	Recognize and apply concepts, principles, and theories from the sciences that underlie clinical lab skills (e.g., biochemistry, physiology, chemistry).	82.8%	84.6%	80.8%	82.7%
2	Apply methodological principles from clinical courses.	81.5%	80.8%	82.1%	81.7%
3	Recognize and apply principles of quality assurance.	81.4%	78.5%	84.6%	81.0%
4	Use medical technology terminology accurately.	69.2%	69.2%	not assessed	not assessed
5	Correlate results from various procedures with management of patient's diagnosis.	69.2%	not assessed	69.2%	69.2%
6	Perform new laboratory procedures and evaluate effectiveness.	83.0%	96.2%	81.2%	80.3%
7	Distinguish abnormal from normal results.	81.3%	81.5%	83.1%	79.5%
8	Interpret and evaluate clinical procedures and results.	77.4%	78.0%	79.5%	69.2%
9	Make and confirm sound diagnostic conclusions.	75.4%	76.9%	69.2%	76.9%
10	Predict clinical course following diagnosis.	78.2%	84.6%	69.2%	78.8%
11	Conduct research using appropriate literature.	76.9%	76.9%	not assessed	not assessed
12	Select and apply appropriate statistical procedures to evaluate data.	78.8%	82.1%	78.8%	69.2%
13	Recognize and describe principles and regulations regarding lab safety.	86.3%	100.0%	84.6%	80.8%
14	Identify and prevent medical errors or minimize consequences of medical errors.	81.8%	82.1%	83.3%	81.1%
15	Select, operate, and maintain appropriate strategies for recording and reporting results.	81.0%	82.4%	80.8%	80.6%
16	Communicate effectively with related medical discipline professionals and service providers.	69.2%	69.2%	not assessed	not assessed

17	Interact effectively with patients using calm and reasoned judgment and sensitivity to patient.	not assessed	not assessed	not assessed	not assessed
18	Make professional oral presentations of findings.	69.2%	69.2%	not assessed	not assessed
19	Articulate appropriate professional responsibility for patient's welfare.	92.3%	92.3%	not assessed	not assessed
20	Recognize and adhere to applicable professional regulations, ethical standards, and program's code of conduct.	92.3%	92.3%	not assessed	not assessed
21	Advocate for effective, timely, accurate, and cost-effective service to demonstrate commitment to patient's welfare.	92.3%	92.3%	not assessed	not assessed
22	Maintain confidentiality of patient information.	92.3%	92.3%	not assessed	not assessed

Total % of Students Meeting Course Objectives
Benchmark 75%

Course Objectives - MLT 210 FA 10		% meeting course objective
1	Recognize the biohazards in clinical chemistry and the safety rules that apply.	100.0%
2	Outline sample preparation for testing, including, but not limited to collection, centrifugation, plasma versus serum, and volumes required for ordered tests.	84.6%
3	State how specific test results can be affected by hemolytic, lipemic, and icteric samples.	61.5%
4	Communicate an understanding of instrumentation as it relates to clinical laboratory testing, to include spectrophotometry, flame photometry, HPLC, nephelometry, selective electrodes, and coulometric.	84.6%
5	Explain the basic chemical processes used for measurement of a comprehensive metabolic panel (sodium, chloride, potassium, carbon dioxide, glucose, total bilirubin, total protein, albumin, creatinine, blood urea nitrogen, calcium, alkaline phosphatase, aspartate transaminotransferase, and alanine transaminotransferase).	69.2%
6	Predict the well being of the patient from the comprehensive metabolic panel data demonstrating a working knowledge of results.	84.6%
7	Describe the significance of additional electrolyte and enzymatic testing when ordered.	84.6%
8	Discuss renal function tests on blood and urine and exhibit an understanding of the results as they relate to clinical significance.	84.6%
9	Recognize the basics of electrophoresis and why this procedure would be performed in the diagnosis of a medical condition.	76.9%
10	Analyze clinical results of the reproductive system and how they relate to fertility and disease states.	84.6%
11	Analyze testing on hepatic function and interpret clinical significance.	76.9%
12	Interpret results on hormone and vitamin testing, exclusive of Thyroid and Reproduction, and their prominence in specific medical conditions.	84.6%

13	Critique tests used in diagnosing thyroid abnormalities, testing will include TSH, T4, T3, and PTH.	84.6%
14	Demonstrate verbally knowledge of tests performed on specific infectious diseases, with emphasis on Hepatitis and HIV.	76.9%
15	Evaluate chemistry testing methods that are used to monitor dietary and pharmaceutical therapy for chronic and acute conditions.	76.9%
16	Recognize clinical chemistry testing performed on the Newborn and interpret results as they relate to the clinical significance of these tests.	84.6%
17	Clarify test results specific for cardiac conditions and how results relate to cardiac performance.	84.6%
18	Summarize the role of carbohydrates, proteins, lipids, and nucleic acids, as they relate to the well being of human physiology.	69.2%
19	Judge and evaluate quality control results used in the clinical chemistry department of the laboratory.	76.9%
20	Perform, evaluate, and explain calibration procedures on automated chemistry analyzers.	84.6%
21	Promote professionalism in dress, code, and conduct.	92.3%

Action Plan MLT 210

Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
18&5	Changing Clinical Chemistry textbook. More emphasis on carbohydrate tests and enzymatic reagents. Restructure and strengthen Carb. Lectures. Begin carbohydrate enzymatic reagents in Seminar and Review.	Jan. 2011. Introduce new textbook fall 201	None	None	High

Course Objectives - MLT 215 FA 10		% meeting course objective
1	Recognize the biohazards in immunohematology and the safety rules that apply.	84.6%
2	Identify and evaluate quality control used in the immunohematology laboratory.	84.6%
3	Describe the immune process as it relates to immunohematology.	76.9%
4	Describe the donor selection process.	76.9%
5	Describe the preparation and use of blood components.	69.2%
6	Identify and describe the characteristics of the antigens and antibodies of the ABO, Rh, and other blood group systems.	76.9%
7	Perform and understand routine blood bank procedures utilized in pretransfusion testing.	76.9%
8	Perform and demonstrate an understanding for intermediate level blood bank testing in the resolution.	76.9%
9	Perform ABO forward and reverse groupings with 100% accuracy.	76.9%
10	Describe the use, color and sources of anti-A, anti-B and anti-A,B antiserum.	84.6%
11	Determine the correct Rh of specimens with 100% accuracy.	84.6%
12	Determine the presence or absence of the Du variant with 100% accuracy.	69.2%
13	Describe the usual route of exposure necessary to cause sensitization to Rh antigens and discuss the reactivity of the antibodies.	69.2%
14	Evaluate the need to perform and then carry out testing for the direct antiglobulin test (DAT) with 100% accuracy.	76.9%
15	Outline the testing procedure for an adult and for an infant DAT.	84.6%
16	Propose three potential causes of a false positive DAT and formulate a procedure to correct the problems.	76.9%
17	Perform the indirect antiglobulin technique (antibody screen, antibody panel, etc.) on blood specimens with 100% accuracy.	76.9%

18	Solve antibody panel reactions to determine the specificities present, fulfilling all requirements to statistically prove the antibody is present.	92.3%
19	Describe the function of the Coombs control cells and the significance of a reaction that is a) positive b) negative.	76.9%
20	Perform ABO grouping, Rh typing, and DAT with 100% accuracy on cord blood specimens.	100.0%
21	Describe the serological characteristics of and occurrence in the population of antibodies in the Lewis, Kell, P1, Duffy, MNSs, Kidd, and Lutheran systems.	84.6%
22	Given blood specimens that contain one or one more irregular antibodies, identify the antibody with 100% accuracy.	92.3%

Action Plan MLT 215

Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
	No actions to be taken. Two students failed to progress in the program.				

Course Objectives - MLT 220 SP 11		% meeting course objective
1	Recognize the biohazards in immunohematology and the safety rules that apply.	100.0%
2	Identify and evaluate quality control used in the immunohematology laboratory.	90.0%
3	Describe the immune process as it relates to immunohematology.	81.8%
4	Describe the donor selection process.	90.9%
5	Describe the preparation and use of blood components.	90.9%
6	Identify and describe the characteristics of the antigens and antibodies of the ABO, Rh, and other blood group systems.	100.0%
7	Perform and understand routine blood bank procedures utilized in pretransfusion testing.	100.0%
8	Perform and demonstrate an understanding for intermediate level blood bank testing in the resolution.	100.0%
9	Perform ABO forward and reverse groupings with 100% accuracy.	81.8%
10	Describe the use, color and sources of anti-A, anti-B and anti-A,B antiserum.	81.8%
11	Determine the correct Rh of specimens with 100% accuracy.	90.9%
12	Determine the presence or absence of the Du variant with 100% accuracy.	100.0%

13	Describe the usual route of exposure necessary to cause sensitization to Rh antigens and discuss the reactivity of the antibodies.	100.0%
14	Evaluate the need to perform and then carry out testing for the direct antiglobulin test (DAT) with 100% accuracy.	90.9%
15	Outline the testing procedure for an adult and for an infant DAT.	100.0%
16	Propose three potential causes of a false positive DAT and formulate a procedure to correct the problems.	90.9%
17	Perform the indirect antiglobulin technique (antibody screen, antibody panel, etc.) on blood specimens with 100% accuracy.	81.8%
18	Solve antibody panel reactions to determine the specificities present, fulfilling all requirements to statistically prove the antibody is present.	90.9%
19	Describe the function of the Coombs control cells and the significance of a reaction that is a) positive b) negative.	90.9%
20	Perform ABO grouping, Rh typing, and DAT with 100% accuracy on cord blood specimens.	90.9%
21	Describe the serological characteristics of and occurrence in the population of antibodies in the Lewis, Kell, P1, Duffy, MNSs, Kidd, and Lutheran systems.	100.0%
22	Given blood specimens that contain one or one more irregular antibodies, identify the antibody with 100% accuracy.	100.0%

Action Plan MLT 220

Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
9	Will develop a Reagent QA protocol for the students.	Feb-12	none	none	high

Occupational Therapy Assistant Program
Program and Course Level Assessment of Student Learning Results
2010-2011

Occupational Therapy Assistant

Occupational Therapy Assistant Program Mission Statement

The mission of the Occupational Therapy Assistant Program is to prepare students for entry-level, generalist practice relevant to a changing healthcare environment by providing learning experiences which reflect the fundamental concepts, skills, and philosophies of the occupational therapy profession.

Total % of Students Meeting Program Goals Through Combined Course Results
Benchmark 75%

<i>Occupational Therapy Assistant Program Goals</i>		<i>All OTA Courses</i>	<i>OTA 110</i>	<i>OTA 130</i>	<i>OTA 220</i>	<i>OTA 240</i>	<i>OTA 250</i>	<i>OTA 260</i>	<i>OTA 280</i>
1	To educate Occupational Therapy Assistant Students, who upon graduation, are entry-level competent and prepared to meet the needs of the healthcare community.	94.0%	92.1%	92.5%	96.3%	93.3%	97.6%	93.9%	90.5%
2	To prepare Occupational Therapy Assistant Students for successful completion of the professional certification examination upon graduation.	95.4%	not assessed	95.0%	96.6%	93.3%	100.0%	95.6%	94.7%
3	To provide ongoing community services in the surrounding area which are mutually beneficial to the community service program and to the Occupational Therapy Assistant Program.	96.4%	not assessed	not assessed	97.5%	not assessed	100.0%	88.1%	100.0%
4	To educate consumers, other health-care professionals, and the public on the benefits of Occupational Therapy as a service and how those services fit into a continuum of healthcare services.	95.6%	not assessed	not assessed	96.7%	not assessed	98.4%	88.1%	not assessed
5	To develop mutually supportive relationships within the surrounding occupational therapy community.	92.7%	not assessed	not assessed	97.5%	not assessed	not assessed	88.1%	not assessed
6	To create a learner-centered environment which fosters life long learning, diversity of faculty, evidence based practice and innovative teaching strategies.	93.9%	not assessed	not assessed	not assessed	93.1%	not assessed	not assessed	100.0%

**Total % of Students Meeting Course Objectives
Benchmark 75%**

<i>Course Objectives - OTA 110 FA 10</i>		<i>% meeting course objective</i>
1	Demonstrate understanding of biomechanics of movement.	96.3%
2	Discuss the joint classification system.	82.5%
3	Identify muscle types and locations.	95.0%
4	Identify origins, insertions, and actions of specific muscles.	95.0%
5	Locate bony landmarks and axis of rotation of joints.	91.7%
6	Palpate and identify muscles.	90.0%
7	Complete an analysis of normal and abnormal movement patterns.	75.0%
8	Perform a Manual Muscle Test.	100.0%
9	Utilize a goniometer to complete a Range of Motion exam.	100.0%

<i>Action Plan OTA 110</i>					
<i>Obj #</i>	<i>Action proposed to improve student learning and/or teaching.</i>	<i>Target Date</i>	<i>Resources needed</i>	<i>\$ amount requested</i>	<i>High/low priority</i>
All	This class is currently being reviewed for revision of course objectives to better align with accreditation standards.	Fall Curriculum	Time for obj. review.	0	high priority

Course Objectives - OTA 130 FA 10		% meeting course objective
1	Identify basic neurological structures and their function.	97.5%
2	Discuss the concepts of motor learning, motor behavior, and motor control.	100.0%
3	Discuss normal human neurological, motor and sensory development.	92.5%
4	Identify signs associated with human reflexes and motor response.	90.0%
5	Identify stages of gross and fine motor development.	95.0%
6	Utilize the concepts of human reflex development and integration to identify deficits.	95.0%
7	Discuss basic concepts of sensory integration.	85.0%
8	Identify potential functional deficits related to selected nervous system injuries or illnesses.	90.0%

Action Plan OTA 110					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
	This course is currently being reviewed for possible objective changes in order to more accurately align with accreditation standards. Curriculum changes will be submitted if determined as necessary.	SP 2011	Time for revisions.	0	high priority

Course Objectives - OTA 220 SP 11		% meeting course objective
1	Provide therapeutic use of self, including one's personality, insights, perceptions, and judgments as part of the therapeutic process in both individual and group interaction.	95.0%
2	Understand the effects of physical and mental health, heritable diseases, genetic conditions, disability, disease process, and traumatic injury on the occupational performance of persons with mental illness.	100.0%
3	Explain the need for and use of compensatory strategies for mental health clients when desired life tasks cannot be performed.	100.0%
4	Apply models of occupational performance and theories of occupation related to mental health.	87.5%
5	Gather and share data for the purpose of screening and evaluation of mental health clients, including checklists, screening tools, observations and interviews with clients and families.	100.0%
6	Gather and share data for the purpose of evaluating clients' occupational performance in instrumental activities of daily living, leisure, and social participation.	100.0%
7	Select direct occupational therapy interventions and procedures to enhance safety, wellness and performance in instrumental activities of daily living, leisure, and social participation.	85.0%
8	Identify when to recommend to the occupational therapist the need for referring mental health clients for additional evaluation.	90.0%
9	Document occupational therapy services to ensure accountability of service provision and to meet standards of reimbursement in mental health.	90.0%
10	Promote the use of appropriate home and community programming to support performance in the mental health client's natural environment and relevant contexts.	97.5%

11	Demonstrate the ability to educate the mental health client, caregiver, family, and significant others to facilitate skills in areas of occupation, prevention, safety, and health maintenance.	100.0%
12	Use sound judgment in regard to safety of self and others throughout the mental health occupational therapy process.	100.0%
13	Describe appropriate procedures and protocol for selected standardized assessments used with mental health clients.	100.0%
14	Assist with the development of occupation and evidence-based intervention plans and goals for the mental health client.	100.0%
15	Provide training in self-management and community integration in mental health settings.	100.0%

Action Plan OTA 220					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
	No further action is needed at this time				

Course Objectives - OTA 240 SP 11		% meeting course objective
1	Understand the effects of physical and mental health, heritable diseases, genetic conditions, disability, disease process, and traumatic.	95.0%
2	Explain the need for and use of compensatory strategies for physical dysfunction clients when desired life tasks cannot be performed.	95.0%
3	Apply models of occupational performance and theories fo occupation related to physical dysfunction.	92.5%
4	Gather and share data for the purpose of screening and evaluation of physical dysfunction clients, including checklists, screening tools.	95.0%
5	Gather and share data for the purpose of evaluating clients' occupational performance in activities of daily living and instrumental.	95.0%
6	Select direct occupational therapy interventions and procedures to enhance safety, wellness, and performance activities of daily living.	100.0%
7	Identify when to recommend to the occupational therapist the need for referring inpatient clients for additional evaluation.	100.0%
8	Document occupational therapy services to ensure accountability of service provision and to meet standards of reimbursement in inpatient.	80.0%
9	Assist with the development of occupation and evidence-based intervention plans and goals in a physical disabilities setting.	100.0%
10	Promote the use of appropriate home and community programming to support performance in the physical dysfunction client's natural.	not assessed
11	Demonstrate the ability to educate the inpatient client, caregiver, family, and significant others to facilitate skills in areas of occupation.	95.0%
12	Use sound judgment in regard to safety of self and others throughout the inpatient occupational therapy process.	100.0%

13	Describe appropriate procedures and protocol for selected standardized assessments used with physical dysfunction clients.	100.0%
14	Enable feeding and eating performance, including the process of bringing food or fluids from the plate or cup to the mouth.	80.0%
15	Train others in precautions and techniques for feeding and eating with physical and cognitive impairments.	95.0%
16	Provide training in self-care and home management in inpatient settings.	92.5%
17	Provide development, remediation, and compensation for physical.	86.7%

Action Plan OTA 240

Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
10	The objective was never measured on any assessment this semester. This was a simple oversight on the part of the instructor. The instructor will make note of this and make sure that an assessment measure is developed for the next time this course is taught. As well, the instructor will monitor this objective to make sure the content is appropriate for this course.	Jan-12	None	None	High

Course Objectives - OTA 250 FA 10		% meeting course objective
1	Describe the normal process of aging.	95.2%
2	Describe the concepts of work, play, and leisure as related to the aging process.	100.0%
3	Identify important components in assessing the older adult.	100.0%
4	Describe the importance of teaching wellness to the aging population.	98.4%
5	Identify intervention strategies to be used with the older adult.	100.0%
6	Differentiate between true and assumed functional deficits in a given case study.	100.0%
7	Develop a group activity for a given long-term care population.	100.0%
8	Demonstrate awareness of varied levels of assisted living.	95.2%
9	Demonstrate sensitivity to varied communication needs of the geriatric population.	100.0%
10	Demonstrate functional use of varied adaptive equipment.	100.0%
11	Communicate access needs of individual in a given case study.	100.0%
12	Implement a given treatment plan.	100.0%
13	Demonstrate competence in safety skills required.	100.0%

Action Plan OTA 250					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
	No action taken for this course at this time. All objectives were measured at 95% or above.				

Course Objectives - OTA 260 FA 10		% meeting course objective
1	Define terms relevant to the vocational setting.	98.4%
2	Identify customers within the vocational setting.	100.0%
3	Demonstrate understanding of the occupational therapy process within this system.	100.0%
4	Demonstrate understanding of role delineation within this system.	95.2%
5	Demonstrate appropriate information gathering techniques.	93.7%
6	Demonstrate safe and appropriate care and use of equipment.	76.2%
7	Implement given treatment strategies.	92.9%
8	Document objective data.	100.0%
9	Recommend goals for modification or termination of treatment.	93.7%
10	Design a modified tool or piece of equipment.	98.4%
11	Communicate related educational information effectively to a target audience.	88.1%

Action Plan OTA 260					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
	This course is being reviewed by the program to determine objective alignment with accreditation standards. Changes to curriculum will be made if necessary.	Spring 2011	time for revisions	0	high priority

Course Objectives - OTA 280 FA 09		% meeting course objective
1	Implement treatment strategies.	100.0%
2	Recommend equipment to increase client independence.	81.0%
3	Demonstrate competence in clinical safety skills.	81.0%
4	Modify a treatment strategy to increase client safety.	81.0%
5	Demonstrate understanding of the occupational therapy assistant's role in management.	95.2%
6	Exhibit professional behaviors during a simulated clinical interview.	100.0%
7	Identify and correct errors in supervision compliance during simulated clinical tasks.	81.0%
8	Demonstrate awareness of legal and ethical issues related to service provision.	95.2%
9	Complete a research project.	100.0%
10	Communicate the results of a research project.	100.0%
11	Design an occupational therapy program based on community need.	100.0%
12	Prepare inventory, supply, and equipment requirements for an occupational therapy program.	100.0%
13	Comply with care and use recommendations for supplies and equipment.	100.0%
14	Implement quality improvement concepts.	85.7%
15	Design a 3 year professional development plan.	100.0%

Action Plan OTA 280					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
	Objective changes were submitted to Curriculum for this course in fall 2010. New objectives will be in place for fall 2011.				
2, 3, 4, 7	Faculty will be reviewing the assessment tool used for the program final exam and making adjustments to it for fall 2011. Also, we will be increasing the number of skill assessments within the program to better assess in order to make improvements in clinical skills prior to the program final.	Fall 2011	Time is only resource needed	0	high priority

Respiratory Therapy Program
Program and Course Level Assessment of Student Learning Results
2010-2011

Respiratory Therapy

Respiratory Therapy Program Mission Statement
 The mission of the Respiratory Therapy programs is to graduate competent respiratory care practitioners by providing a high quality, academic and clinical education with an emphasis in critical thinking skills and patient safety. The Respiratory Therapy program will provide each graduate with the skills necessary to potentially make a difference in the lives of patients seeking treatment in a health care facility.

Total % of Students Meeting Program Goals Through Combined Course
Results
Benchmark 75%

<i>Respiratory Therapy Program Goals</i>		<i>All RST Courses</i>	<i>RST 123</i>	<i>RST 226</i>	<i>RST 228</i>
1	Demonstrate the ability to comprehend, apply and evaluate clinical information relevant to the role of Respiratory Therapy.	87.7%	89.2%	85.1%	89.3%
2	Demonstrate technical proficiency in all skills necessary to fulfill their role as a Respiratory Therapist.	88.0%	89.2%	85.1%	92.2%
3	Demonstrate professional behavior consistent with employer and American Association for Respiratory Care expectations for the Respiratory Therapist.	91.1%	91.7%	90.6%	not assessed

**Total % of Students Meeting Course Objectives
Benchmark 75%**

Course Objectives - RST 223 FA 10		% meeting course objective
1	Assess a patient to determine the need for mechanical ventilation using arterial blood gases, ventilatory mechanics, and other clinical assessment skills.	82.2%
2	Initiate mechanical ventilation by making the appropriate ventilator control and alarm adjustments.	91.1%
3	Discuss the uses of the various modes of ventilation and apply them correctly given a clinical situation.	91.7%
4	Determine when ventilator discontinuance is feasible and what weaning technique is most suited to the patient	91.1%

Action Plan RST 223					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
	No actions proposed				

Course Objectives - RST 226 FA 10		% meeting course objective
1	Assess, interpret, and formulate the appropriate clinical outcome when given an ABG or PFT result.	79.2%
2	Employ the PaCO ₂ equation to illustrate the relationship between CO ₂ production and alveolar ventilation.	81.3%
3	Utilize the alveolar air equation to determine the degree of intrapulmonary shunting.	87.5%
4	Safely perform an arterial puncture.	90.6%

Action Plan RST 226					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
	No actions proposed				

Course Objectives - RST 228 FA 010		% meeting course objective
1	Analyze patient evaluation data and test results to determine the most likely disease process.	95.6%
2	Describe the pathology associated with the major pulmonary diseases.	88.9%
3	Develop therapeutic plans for selected patients based on their disease manifestations.	85.0%

Action Plan RST 228					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
	No actions proposed				

Surgical Technology Program

Program and Course Level Assessment of Student Learning Results 2010-2011

Surgical Technology

Surgical Technology Program Mission Statement

The mission of the Surgical Technology Program at Ozarks Technical Community College is to provide each student with the necessary knowledge and skills to qualify for an entry-level surgical technology position in a healthcare setting. The graduate will be prepared to become a member of a surgical team under the supervision and direction of the circulating nurse and surgeon.

Total % of Students Meeting Program Goals Through Combined Course Results Benchmark 75%

<i>Surgical Technology Program Goals</i>		<i>All SUR Courses</i>	<i>SUR 110</i>
1	Function in a compassionate, professional, and ethical manner when caring for patients.	91.0%	91.0%
2	Successfully integrate as a competent, cooperative member of the surgical team, while providing appropriate assistance to the surgeon during surgical procedures.	88.6%	88.6%
3	Successfully complete the Surgical Technologist National Certifying Examination conducted by the National Board of Surgical Technology and Surgical Assisting.	90.4%	90.4%

Total % of Students Meeting Course Objectives
Benchmark 75%

<i>Course Objectives - SUR 110 FA 10</i>		<i>% meeting course objective</i>
1	Demonstrate knowledge of drugs commonly used in the surgical setting.	83.3%
2	Accurately calculate medication doses.	94.3%
3	Correctly measure and prepare medications for administration.	94.8%
4	Appropriately identify and receive medications from circulating nurse.	93.8%
5	Accurately identify drugs when handing to another at the sterile field.	96.9%
6	Demonstrate ability to safely hand needles and syringes to surgeon.	100.0%
7	Dispose of needles and syringes safely and in appropriate container.	100.0%
8	Discuss anesthetic agents and concepts of anesthesia.	90.2%

Action Plan SUR 110					
<i>Obj #</i>	<i>Action proposed to improve student learning and/or teaching.</i>	<i>Target Date</i>	<i>Resources needed</i>	<i>\$ amount requested</i>	<i>High/low priority</i>
1	Review content delivery regarding knowledge of steroids.	Aug-11	N/A	N/A	High Priority
1	Review content delivery regarding enzymes used for cataract surgery.	Aug-11	N/A	N/A	High Priority
8	Review content delivery regarding methods of anesthesia administration.	Aug-11	N/A	N/A	High Priority

DIVISION LEVEL
ACCOUNTING/BUSINESS/ECONOMIC
ASSESSMENT OF STUDENT LEARNING RESULTS
2010-2011

Total % of Students Meeting Division Outcomes by Program
Benchmark 70%

<i>Business/Accounting/Economics Division Outcomes</i>		<i>All Division</i>	<i>ACC Courses</i>	<i>BUS.ECO Courses</i>
1	Written Communication	75.9%	73.8%	76.4%
2	Oral Communication	76.3%	72.5%	76.7%
3	Critical Thinking	75.5%	70.9%	76.1%
4	Applies Technology	76.0%	73.8%	76.1%
5	Demographic Analysis	76.4%	74.6%	76.5%
6	Global Awareness	76.5%	not assessed	76.5%
7	Critical Analysis	75.9%	71.4%	76.6%

ACCOUNTING (ACC)

Program and Course Level Assessment of Student Learning Results

2010-2011

Accounting

Accounting Mission Statement

The mission of the Accounting program at Ozarks Technical Community College is to provide students with the necessary knowledge and skills to perform as a full-charged bookkeeper in a small business, or an accounting assistant in a large corporation.

Total % of Students Meeting Program Goals Through Combined Course Results

Benchmark 70%

Accounting Program Goals		All ACC Courses	ACC 120	ACC 125	ACC 220	ACC 225	ACC 230
1	Students will be able to analyze basic small business accounting transactions and properly record them in an accounting system.	69.7%	74.8%	71.9%	57.5%	76.8%	79.2%
2	Students will be able to prepare federal and state payroll reports and tax deposits.	73.2%	73.0%	65.6%	71.9%	not assessed	79.2%
3	Students will be able to prepare basic financial statements budgets for a small business.	72.7%	not assessed	70.9%	71.3%	75.0%	not assessed
4	Students will demonstrate an understanding of a merchandising inventory accounting system.	69.6%	66.8%	75.0%	not assessed	not assessed	70.7%
5	Students will be able to record transactions in a computerized accounting software and basic management reports from it.	74.6%	not assessed	not assessed	76.6%	71.1%	79.2%
6	Students will be able to record transactions involving disposal and/or exchange of fixed assets.	76.5%	71.5%	85.0%	not assessed	94.6%	not assessed
7	Students will be able to manage cash and banking transactions for a small business.	74.0%	71.1%	65.6%	not assessed	not assessed	100.0%
8	Students will be able to demonstrate an understanding of an accounts receivable and/or accounts payable clerk's functions.	73.0%	not assessed	65.6%	not assessed	not assessed	78.6%
9	Demonstrate ability to research current government tax laws.	67.8%	67.8%	not assessed	not assessed	not assessed	not assessed

Total % of Students Meeting Course Objectives
Benchmark 70%

Course Objectives - ACC 120 FA 10		% meeting course objective
1	Prepare a work sheet and explain adjusting entries.	84.2%
2	Analyze business transactions and identify how they related to financial statements.	71.7%
3	Create and explain the use of a trail balance and financial statements.	63.8%
4	Write transactions in a journal and post entries to a ledger.	72.4%
5	Prepare and explain petty cash reimbursement and bank reconciliation.	65.1%
6	Describe the use of special journals and subsidiary ledgers.	41.4%
7	Describe merchandising activities and identify income components for a merchandising company.	80.3%
8	Explain accrual accounting and how their adjustments link to financial statements.	93.4%
9	Prepare financial statements from an adjusted trial balance.	63.2%

Action Plan ACC 120					
Obj. #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
3	Evaluate the instructor's course syllabus to determine if they actually covered this concept.	The next semester	n/a	n/a	low
5	Evaluate the instructors' course syllabus to determine if they actually covered this concept.	Jan-11	n/a	n/a	high
6	I need to evaluate the assessment question to ensure it they match up with the course material we are covering	Jan-11	n/a	n/a	high
9	I need to evaluate if the problem is that this is too complex for online students, or if the online instructors are not properly covering the material.	Jan-11	n/a	n/a	high

Course Objectives - ACC 125 SP 11		% meeting course objective
1	Demonstrate an understanding of accounts receivables and how to write them off using the both the direct and allowance method.	68.8%
2	Demonstrate an understanding of how to record, discount, and adjust for interest for notes receivables and payables.	62.5%
3	Display an understnading of merchandise inventory and how to record transactions using both the periodic and perpetual inventory systems.	65.6%
4	Calculate and record plant assets cost, deprecitation, and disposals and exchange.	89.1%
5	Identify characteristics of corporations and how to record their equity transactions.	72.7%
6	Identify the tools of financial statement analysis.	66.1%
7	Identify the building blocks of financial statement analysis.	82.3%
8	Define product and period costs and explain how they impact financial statements.	62.5%
9	Apply departmental accounting concepts and distinguish between direct and indirect costs.	not assessed
10	Identify common types of organizations with partnership characteristics.	not assessed

Action Plan ACC 125					
Obj. #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
	No actions proposed				

Course Objectives ACC 220 FA 10		% meeting course objective
1	List and define the major elements of the financial statements.	88.6%
2	Describe the relationships expressed in the accounting equation and record business events in the general ledger.	80.7%
3	Record basic accrual transactions.	51.2%
4	Prepare financial statements based on accrual accounting.	72.7%
5	Explain the matching concept.	93.8%
6	Identify and record the events that need adjusting and closing entries.	55.3%
7	Explain and report inventory transactions in the double-entry accounting system.	64.2%
8	Explain how different inventory cost flow methods affect financial statements.	75.5%
9	Demonstrate how the allowance method and direct method affects the financial statements.	66.5%
10	Identify different types of long-term operational assets and compare and contrast how different depreciation methods affect financial statements.	72.9%
11	Prepare a statement of cash flows.	85.7%

Action Plan ACC 220					
Obj. #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
	No actions proposed				

Course Objectives - ACC 225 SP 11		% meeting course
1	List major activities that managers carryout and functions of managerial accountants.	87.6%
2	Define the major elements of managerial accounting.	92.5%
3	Assign cost as either product or period costs.	63.4%
4	Explain the function of variable and fixed costs.	94.6%
5	Distinguish production activities as either job-order costing or process costing.	90.3%
6	Calculate cost of goods sold.	63.4%
7	Identify the five levels of activity defined by activity-based costing.	76.6%
8	Calculate the predetermined overhead rate.	63.4%
9	Create a cost formula using the high-low method.	76.3%
10	Calculate and define contribution margin.	89.2%
11	Calculate the break-even point in sales and units given specific information.	58.6%
12	Understand and calculate managerial accounting variances.	73.3%

Action Plan ACC 225					
Obj. #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
	No actions proposed				

Course Objectives - ACC 230 FA 10		% meeting course
1	Enter Sales and Receivable, and analyze management reports.	100.0%
2	Enter Payables and Purchases , and analyze management reports.	57.1%
3	End of period procedures and reports.	88.1%
4	Enter merchandise and inventory reports.	85.7%
5	Analyze COGS transactions and reports.	23.8%
6	Set up employee and payroll information and reports.	85.7%
7	Computerize a manual accounting system.	100.0%

Action Plan ACC 230					
Obj. #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
2 & 5	The assessment questions need to be revised to be more understandable to the student.	Jan-11	n/a	n/a	low

BUSINESS AND ECONOMICS (BUS, ECO)
Program and Course Level Assessment of Student Learning Results
2010-2011

Business

Business/Economics Mission Statement

The mission of the Business Technology Program at Ozarks Technical Community College is to equip students with the necessary knowledge, skills, and competencies to provide administrative support to managerial staff in a variety to business settings.

The mission of the Business and Marketing program at OTC is to provide students with the knowledge, skills, and confidence to gain new or enhanced employment in business, administrative services, and/or marketing or to pursue advanced education at a four-year institution. All program emphases must be responsive to changes in the business community-locally, nationally, and globally.

Total % of Students Meeting Program Goals Through Combined Course Results
Benchmark 70%

<i>Business Program Goals</i>		<i>All BUS Courses</i>	<i>BUS 101</i>	<i>BUS 110</i>	<i>BUS 112</i>	<i>BUS 130</i>	<i>BUS 140</i>	<i>BUS 150</i>
1	Knowledge Base: Students will demonstrate knowledge of business terminology, business technology, professional business communication, standards, major business concepts, theoretical perspectives, and historical and contemporary trends in business.	76.7%	85.4%	80.6%	74.8%	69.4%	71.3%	76.7%
2	Critical Thinking and Research Methods: Students will learn to recognize and research business issues, use creative business planning and analysis, and identify business regulations to solve problems related to the business environment.	76.4%	not assessed	80.6%	not assessed	69.0%	71.3%	76.7%
3	Application of Business: Students will apply business principles and regulations to organizational issues, recognizing and respecting individual industry differences within the complexity of the domestic and global economy.	77.0%	86.6%	80.6%	74.3%	71.8%	71.3%	74.8%
4	Values: Students will be able to identify ethical issues, know how to apply ethical principles and evaluate other values that are the foundation of the business environment.	75.7%	not assessed	81.4%	91.7%	71.8%	71.0%	78.0%

Total % of Students Meeting Program Goals Through Combined Course Results Continued
Benchmark 70%

<i>Business Program Goals (continued)</i>		<i>All BUS Courses</i>	<i>BUS 155</i>	<i>BUS 185</i>	<i>BUS 260</i>	<i>ECO 270</i>	<i>ECO 275</i>
1	Knowledge Base: Students will demonstrate knowledge of business terminology, business technology, professional business communication, standards, major business concepts, theoretical perspectives, and historical and contemporary trends in business.	76.7%	87.9%	94.7%	82.3%	78.7%	72.0%
2	Critical Thinking and Research Methods: Students will learn to recognize and research business issues, use creative business planning and analysis, and identify business regulations to solve problems related to the business environment.	76.4%	86.0%	94.5%	82.3%	71.2%	75.5%
3	Application of Business: Students will apply business principles and regulations to organizational issues, recognizing and respecting individual industry differences within the complexity of the domestic and global economy.	77.0%	97.4%	94.7%	82.3%	73.6%	73.7%
4	Values: Students will be able to identify ethical issues, know how to apply ethical principles and evaluate other values that are the foundation of the business environment.	75.7%	86.0%	not assessed	85.6%	72.8%	74.6%

Total % of Students Meeting Course Objectives

Benchmark 70%

Course Objectives -BUS 101 FA 10		course objective			
1	Demonstrate proper keyboarding techniques.	86.7%			
2	Key straight copy alphanumeric material by touch at an average rate to 30 words per minute (without correcting) with no more than one error per minute.	84.8%			
3	Key numeric material by touch at an average rate to 30 words per minute (without correcting) with no more than one error per minute.	86.1%			
Action Plan BUS 101					
Obj. #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
1	Modify the assessment tool.	Mar-11	none	N/A	High

Course Objectives - BUS 110 FA10		% meeting course objective			
1	Identify terms and vocabulary that are commonly used in business.	83.3%			
2	Identify the operational considerations of various types and sizes of businesses.	81.1%			
3	Develop knowledge of the major considerations involving e-business and global trading powers.	74.4%			
4	Create the fundamentals of a business plan.	80.2%			
5	Develop knowledge of the key components of making good financial decisions for businesses and in one's own personal life.	74.9%			
Action Plan BUS 110					
Obj. #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
	No actions proposed.				

Course Objectives - BUS 112 SP 11		% meeting course objective
1	Demonstrate formatting skills.	87.5%
2	Format and produce letters and memoranda.	68.8%
3	Format and produce reports.	66.7%
4	Format and produce tables.	79.7%
5	Manage text creation effectively.	100.0%
6	Demonstrate proofreading and editing skills.	100.0%
7	Prepare accurate documents.	100.0%
8	Demonstrate an acceptable level of keyboarding skills.	87.5%

Action Plan BUS 112					
Obj. #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
	We really could not get an accurate Assessment score last year as the former instructor used random block questions. Will look at the instrument and make adjustments based on this year's assessment.	Dec-11	none	n/a	High

Course Objectives - BUS 130 SP 11		% meeting course objective
1	Summarize key terminology in marketing.	69.8%
2	Design marketing tools for analyzing customers, competition, and for assessing a firm's strengths, weaknesses, opportunities, and threats.	65.5%
3	Recognize how marketing contributes the strategic objectives of a firm.	70.7%
4	Apply ethical decision-making strategies.	78.3%
5	Create a marketing plan, which includes research, recommendations, and conclusions for a firm.	71.1%

Action Plan BUS 130					
Obj. #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
	No actions proposed				

Course Objectives - BUS 140 FA 10		% meeting course objective
1	Compose, write, and format effective written business communications.	71.2%
2	Prepare and present oral communication in a business context.	74.7%
3	Use computer software to prepare business documents, give oral presentations, and send electronic communication.	66.3%
4	Use the Internet to research topics and supply resources for reports, as well as evaluate online information.	80.2%

Action Plan BUS 140					
Obj. #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
1	Modify the assessment tool. Online instructors said they needed to add coverage of formatting in more depth in the online sections.	May-11	N/A	N/A	High

Course Objectives - BUS 150 FA 10		% meeting course objective
1	Evaluate the tasks and responsibilities of management.	84.3%
2	Evaluate planning, decision-making and strategic management.	79.4%
3	Compare the challenges and demands of the various levels of management.	69.7%
4	Analyze the organizational structure of business.	76.5%
5	Discuss the challenges of human resources and relative laws.	69.6%
6	Evaluate the impact of leadership in motivating employees.	78.8%
7	Discuss the integration of ethical and social responsibility into the management process.	80.2%
8	Analyze the basic elements of control to manage quality and productivity.	75.5%

Action Plan BUS 150					
Obj. #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
3	One outcome/class section had a major issue with the assessment tools for this objective. Examination of the final exam questions could also help the instructors to identify sticking points for the students in selecting the correct response. Adding a targeted class activity or two to course materials could differentiate between strategic and tactical plans and goals and the tasks of top versus middle managers as an application exercises to strengthen the differences in concepts.	FALL 2011	Share information with all instructors teaching this course.	none	High
5	Two outcomes/class sections had challenges with two of the five assessment tools for this objective. Examination of the final exam questions could also help the instructors to identify sticking points for the students in selecting the correct response. A tweaking of course delivery could enhance the examination of the laws relating to human resources-toward more class discussion and away from memorization of facts. Adding a targeted class activity or two to course materials could differentiate HR laws in the minds of students.	Fall 2011	Share information with all instructors teaching this course.	none	High

Course Objectives - BUS 155 SP 11		% meeting course objective
1	Explain the importance of providing good customer service.	97.4%
2	Identify the concepts of tact and courtesy in addressing internal and external customers.	84.9%
3	Identify various connotations for the terms "prejudice," "discrimination," "racism," and "sexism."	97.4%
4	Identify the purpose of policies and procedures in the workplace.	88.9%
5	Identify interpersonal skills in a variety of work-based situations.	88.3%
6	Explain the importance of meeting customers' needs on a timely basis.	86.4%
7	Determine and explain the importance of being professional in workplace interactions.	64.7%
8	Identify the appropriate steps for solving customer service problems.	95.3%

Action Plan BUS 155					
Obj. #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
2	Look at instrument to see if the question needs to be reworded or deleted.	SU 2011 in time for fall	Requesting update of master shell.	\$1,500	High
4	Look at instrument to see if the question needs to be reworded or deleted.	As above	As above	As above	High
7	Look at instrument to see if the question needs to be reworded or deleted.	As above	As above	As above	High
	NOTE: After reviewing the questions above, it was determined they were good questions. This is an online course and books and/or notes are not allowed. This may be one reason some missed these questions. They did not prepare well. Updating the course could help as well.				

Course Objectives - BUS 185 FA 10		% meeting course
1	Assess interpersonal skills and workplace behaviors and develop self-improvement strategies.	98.0%
2	Identify appropriate and inappropriate workplace behaviors.	91.8%
3	Understand the dynamics of effective group interaction and meeting deadlines.	83.3%
4	Determine appropriate business attire.	100.0%
5	Identify the use of proper business etiquette, office etiquette, dining etiquette, and the importance of observing international customs and table manners.	98.0%
6	Become aware of and acquire political savvy.	90.0%
7	Develop the art of persuading and empowering others through professional communication.	98.3%
8	Determine and recognize leadership responsibilities, dynamics, and supervisory skills.	89.1%
9	Identify strategic management skills.	97.6%
10	Develop coaching, mentoring, and team building skills.	96.8%
11	Develop basic job-seeking skills.	94.7%

Action Plan BUS 185					
Obj. #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
3	Modify the assessment tool.	May-11	N/A	N/A	High
8	Modify the assessment tool.	End of Sp 2011 semester	N/A	N/A	High

Course Objectives - BUS 260 SP 11		% meeting course
1	Identify terms and vocabulary that are commonly used in business.	88.8%
2	Analyze business case studies and provide recommendations for problem solving and implementing change.	80.5%
3	Identify and explain business and corporate-level strategies used to compete and gain market share.	72.5%
4	Describe the internal and external environment of a business.	81.7%
5	Analyze the factors that create a sustainable competitive advantage.	83.0%

Action Plan BUS 260					
Obj. #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
	No actions proposed				

Course Objectives - ECO 270 FA 10		% meeting course objective
1	Define basic economic terms and concepts.	94.8%
2	Explain the role of the consumers, businesses, and the government in the U.S. economy.	75.1%
3	Create a demand curve, and use supply and demand analysis to explain real world events.	69.8%
4	Define the concepts of inflation and unemployment and describe the relationship between them.	70.1%
5	List the policies available to manipulate the economy, analyze the likely results from each, choose the most appropriate of these policies, and defend your conclusion.	69.3%
6	Describe the basic structure and duties of the federal reserve system.	75.3%
7	Explain how an individual's beliefs and experiences can alter the economic decision process.	69.3%

Action Plan ECO 270

Obj. #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
	No actions proposed				

Course Objectives - ECO 275 SP 11		% meeting course objective
1	Evaluate the basic market structures and participants.	72.0%
2	Identify his/her role and the role of businesses within the marketplace.	73.7%
3	Analyze changes in the market place, including causes, consequences, and possible solutions.	76.4%
4	Analyze common real world microeconomic issues, explain the problem and potential solutions. Develop an economically correct solution.	74.6%

Action Plan ECO 275

Obj. #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
2	Review of the course content to include consideration of alternative instructional resources.	Aug-11	time	n/a	low
4	Review of the course content to include consideration of alternative instructional resources.	Aug-11	time	n/a	low

**DIVISION LEVEL
GENERAL EDUCATION
ASSESSMENT OF STUDENT LEARNING RESULTS
2010-2011**

Total % of Students Meeting Division Outcomes by General Education Department

<i>General Education Division Outcomes</i>		<i>All Division Courses</i>	<i>Behavioral Sciences</i>	<i>Biological Clinical Sci.</i>	<i>Biological Sciences</i>	<i>Commun.</i>	<i>English</i>
1	Written Communication	70.6%	82.9%	not assessed	79.3%	not assessed	63.1%
2	Oral Communication	69.7%	82.9%	not assessed	79.3%	74.3%	not assessed
3	Higher Order Thinking	74.2%	70.4%	78.4%	83.4%	80.3%	66.6%
4	Managing Information	75.3%	71.5%	78.5%	81.9%	84.4%	63.6%
5	Personal and Global Awareness	72.3%	71.5%	not assessed	79.9%	72.3%	54.0%

<i>General Education Division Outcomes</i>		<i>All Division Courses</i>	<i>Fine Arts Humanities</i>	<i>Math</i>	<i>Physical Sciences</i>	<i>Social Sciences</i>
1	Written Communication	70.6%	72.0%	not assessed	79.0%	83.5%
2	Oral Communication	69.7%	67.7%	56.3%	79.0%	83.5%
3	Higher Order Thinking	74.2%	72.8%	56.3%	85.7%	76.2%
4	Managing Information	75.3%	71.6%	not assessed	85.0%	74.2%
5	Personal and Global Awareness	72.3%	72.1%	56.7%	not assessed	75.3%

Total % of Students Meeting Division Outcomes by Course Code and Department Goals

<i>General Education Division Outcomes</i>		<i>All Division Courses</i>	<i>CRJ Course</i>	<i>EDU Courses</i>	<i>PSY Courses</i>	<i>BCS Courses</i>	<i>BIO Courses</i>	<i>HLT Course</i>
1	Written Communication	70.6%	80.7%	85.6%	not assessed	not assessed	79.3%	not assessed
2	Oral Communication	69.7%	80.7%	85.6%	not assessed	not assessed	79.3%	not assessed
3	Higher Order Thinking	74.2%	81.0%	81.1%	69.7%	78.4%	85.3%	82.3%
4	Managing Information	75.3%	81.3%	80.0%	70.8%	78.5%	85.3%	81.1%
5	Personal and Global Awareness	72.3%	79.8%	81.7%	70.3%	not assessed	80.7%	79.2%

<i>General Education Division Outcomes</i>		<i>All Division Courses</i>	<i>COM/SPN Courses</i>	<i>Dev. Ed ENG Courses</i>	<i>College Level ENG Courses</i>	<i>ART/MUS THR Courses</i>	<i>HUM/PHL Courses</i>	<i>Dev Ed MTH Courses</i>	<i>College Level MTH Courses</i>
1	Written Communication	70.6%	not assessed	55.8%	65.9%	73.2%	70.9%	not assessed	not assessed
2	Oral Communication	69.7%	74.3%	not assessed	not assessed	63.8%	70.9%	52.4%	61.2%
3	Higher Order Thinking	74.2%	80.3%	69.5%	66.1%	72.8%	not assessed	52.4%	61.2%
4	Managing Information	75.3%	84.4%	53.1%	66.2%	73.1%	70.4%	not assessed	not assessed
5	Personal and Global Awareness	72.3%	72.3%	47.2%	66.2%	72.2%	72.1%	52.5%	61.3%

<i>General Education Division Outcomes</i>		<i>All Division Courses</i>	<i>CHM Courses</i>	<i>PHY Courses</i>	<i>GRY/ HST Courses</i>	<i>PLS Courses</i>	<i>ANT/SOC Courses</i>
1	Written Communication	70.6%	not assessed	79.0%	not assessed	not assessed	83.5%
2	Oral Communication	69.7%	not assessed	79.0%	not assessed	not assessed	83.5%
3	Higher Order Thinking	74.2%	87.5%	78.7%	70.4%	76.3%	83.5%
4	Managing Information	75.3%	87.2%	78.9%	67.7%	77.2%	83.8%
5	Personal and Global Awareness	72.3%	not assessed	not assessed	67.1%	76.3%	83.9%

BEHAVIORAL SCIENCES (CRJ, EDU, PSY)

Department and Course Level Assessment of Student Learning Results

2010-2011

Criminal Justice

Criminal Justice Mission Statement

The mission of Criminal Justice is to develop and disseminate knowledge about crime, criminal justice, deviance, and social organization through teaching and equip students to think critically about the causes and consequences of crime, deviance, and evolving issues in the field of criminal justice.

**Total % of Students Meeting Department Goals Through Combined Course Results
Benchmark 70%**

<i>Criminal Justice Department Goals</i>		<i>All CRJ Courses</i>	<i>CRJ 110</i>
1	Students will be able to discuss the history and evolution of the American criminal justice system.	79.7%	79.7%
2	Students will be able to explain the structure of the various criminal justice entities, their relationship and interconnectedness within the community, state, and federal systems.	81.3%	81.3%
3	Articulate legal language, terms, laws, and theories, concerning crime, the criminal, causes, treatments and solutions within the culture and society from a historical to present perspective.	81.5%	81.5%
4	Students will develop proficiencies as a professional in the field of criminal justice, including both written and oral communication, in order to work effectively within the community.	81.5%	81.5%
5	Recognize the interactive relationship between social forces, culture, diversity and justice.	79.7%	79.7%
6	Describe and value the importance of ethics and ethical behavior as a professional and in the achievement of justice.	80.0%	80.0%
7	Be able to critically analyze justice issues, utilize systematic inquiry and evaluate justice research.	81.3%	81.3%

Total % of Students Meeting Course Objectives
Benchmark 70%

Course Objectives - CRJ 110 SP 10		% meeting course objective
1	Discuss the history and functioning of the criminal justice system in America.	80.0%
2	Explain the role of the criminal justice system as a means of social control.	79.3%
3	Define crime, the types of crime and compare and contrast theories of crime.	84.3%
4	Explain the structure of each and the integration of the police, courts, and correctional subsystems within the overall criminal justice system.	80.2%

Action Plan CRJ 110					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
	No actions proposed.				

Education

Education Mission Statement

Teacher Education strives to provide all preservice teacher education students with the knowledge and skills necessary to become informed and thoughtful professionals capable of teaching a wide array of students and specializations in diverse settings by meeting the mid-level Missouri Standards for Teacher Education Preparation (MoStep).

Total % of Students Meeting Department Goals Through Combined Course Results Benchmark 70%

<i>Education Department Goals</i>		<i>All EDU Courses</i>	<i>EDU 220</i>	<i>EDU 225</i>	<i>EDU 250</i>
1	1.2.1 The preservice teacher understands the central concepts, tools of inquiry and structures of the discipline(s) within the context of a global society and creates learning experiences that make these aspects of subject matter meaningful for students.	83.2%	90.0%	80.0%	81.2%
2	1.2.2 The preservice teacher understands how students learn and develop, and provides learning opportunities that support the intellectual, social, and personal development of all students.	81.4%	89.0%	not assessed	78.3%
3	1.2.3 The preservice teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.	82.1%	88.2%	not assessed	80.7%
4	1.2.4 The preservice teacher recognizes the importance of long-range planning and curriculum development and develops, implements, and evaluates curriculum based upon student, district, and state performance standards.	79.8%	88.3%	not assessed	76.4%
5	1.2.5 The preservice teacher uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.	81.2%	91.3%	76.4%	82.2%

6	1.2.6 The preservice teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.	77.2%	83.3%	not assessed	76.9%
7	1.2.7 The preservice teacher models effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.	91.3%	91.3%	not assessed	not assessed
8	1.2.8 The preservice teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.	80.1%	90.0%	87.0%	77.4%
9	1.2.9 The preservice teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. This reflective practitioner actively seeks out opportunities to grow professionally and utilizes the assessment and professional growth to generate more learning for more students.	89.8%	87.9%	90.5%	not assessed
10	1.2.10 The preservice teacher fosters relationships with school colleagues, parents, and educational partners in the larger community to support student learning and well-being.	90.0%	90.0%	not assessed	not assessed
11	1.2. 11 The preservice teacher understands theories and applications of technology in educational settings and has adequate technological skills to create meaningful learning opportunities for all students.	85.4%	97.9%	84.3%	not assessed

Total % of Students Meeting Course Objectives
Benchmark 70%

Course Objectives - EDU 220 FA 10		% meeting course objective
1	Analyze the historical, philosophical, sociological, and political foundations of schooling in the United States to understand their effect on current educational practices and issues.	80.8%
2	Describe how education is governed, funded, and organized at the local, state, and federal levels.	86.3%
3	Describe the legal and ethical issues pertaining to the provision of education services to all P-12 students and to the teaching profession.	75.4%
4	Write a personal philosophy of education.	77.4%
5	Identify characteristics of effective and ineffective schools and teachers.	82.6%
6	Evaluate current educational strategies designed to provide equal educational opportunities to a student population with diverse needs.	87.8%
7	Identify national, state, and local standards that guide curriculum decisions in public schools.	84.4%
8	Document a variety of current trends and issues that impact education today.	81.7%

Action Plan EDU 220					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
	No Course objective shows questionable performance by students. No actions taken at this time.				

Course Objectives - EDU 225 SP 11		% meeting course objective
1	Demonstrate a sound understanding of state and national standards for technology in education.	65.4%
2	Demonstrate competency in technology operations and concepts by creating and editing documents using various software programs.	95.2%
3	Demonstrate an awareness of current methods and strategies for using technology to maximize student learning.	95.6%
4	Develop technology strategies to facilitate a variety of informal, formal and authentic assessment techniques.	95.0%
5	Demonstrate the use of technology to enhance personal productivity and professional practice.	95.6%
6	Demonstrate an understanding of the social, ethical, legal and human issues surrounding the use of technology.	95.1%

Action Plan EDU 225					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
	No actions proposed.				

Course Objectives - EDU 250 FA 10		% meeting course objective
1	Identify the major theories of learning.	76.1%
2	State the basic principles underlying human developemnt and give examples of family, genetic, biological and environmental factors that impact human development and state ways in which those bariables interact with student's life experiences, prior learning , language, culture, family and community values.	79.9%
3	Describe ways that students differ in their approaches to learning.	83.2%
4	Articulate theories of motivation.	71.7%
5	Explain the major categories of special education.	78.1%
6	Illustrate different approaches to classroom and behavior management.	81.0%
7	Distinguish between formal and informal assessment activities.	77.3%
8	Identify aspects of classroom environment conducive to learning.	77.9%
9	Design plans for short term instruction and management strategies.	76.4%
10	Identify strategies and resources to meet diverse student needs.	81.2%
11	Describe the purposes of assessment.	77.5%

Action Plan EDU 250					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
	Currently we are using a standard multiple choice assessment. It would be prudent to develop an essay or project type assessment tool that would show application to classroom of the learning objectives. This will require time to get all adjuncts together and make sure the project and evaluation of the project or written type essay is evaluated the same for both online and seated classes.	Fall 2012	Time to ensure consistency in grading.		

Psychology

Psychology Department Mission Statement

The mission of the Psychology Department is to set high student expectations and academic standards as we challenge ourselves and our students to pursue the knowledge, skills, and values consistent with the science and application of psychology.

Total % of Students Meeting Department Goals Through Combined Course Results Benchmark 70%

<i>Psychology Department Goals</i>		<i>All PSY Courses</i>	<i>PSY 110</i>	<i>PSY 130</i>	<i>PSY 260</i>	<i>PSY 265</i>	<i>PSY 285</i>
1	Students will demonstrate knowledge of psychological terminology, major concepts, theoretical perspectives, empirical findings, and historical and contemporary trends in psychology.	76.8%	77.9%	77.0%	80.8%	48.7%	78.1%
2	Students will use critical thinking, creativity, skeptical inquiry, and apply the scientific approach to seek answers and solve problems related to behavior and mental processes.	68.3%	66.1%	67.6%	82.3%	62.5%	78.0%
3	Students will apply psychological principles to personal, social, and organizational issues.	70.8%	68.3%	74.4%	80.3%	62.2%	77.4%
4	Students will demonstrate the ability to weigh evidence, tolerate ambiguity, act ethically, and reflect the breadth of diverse values that are the underpinnings of psychology as a discipline and present in today's world.	69.7%	67.1%	72.7%	82.9%	58.5%	76.6%

Total % of Students Meeting Course Objectives
Benchmark 70%

Course Objectives - PSY 110 FA 10		% meeting course objective
1	Define and utilize psychological terminology necessary for understanding and applying psychological concepts and theories.	77.9%
2	Explain the goals of psychology and the work done by psychologists.	74.1%
3	Identify major contributors and related theories to the field of psychology.	63.2%
4	Identify the connections between theory and practice and demonstrate an ability to apply psychological concepts and theories to life situations	59.1%
5	Explain and analyze how biological and social factors interact with psychological factors to affect individual and group behavior.	62.1%
6	Define the role and importance of science and research to the field of psychology.	72.1%
7	Compare and contrast historical and contemporary explanations of human behavior.	79.1%

Action Plan PSY 110					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
2	Will discuss methods of instruction with faculty who successfully met the 70% criteria in this objective to determine their successful instructional techniques	Fall 2011	N/A	N/A	High priority
3	Same as above.	Fall 2011	N/A	N/A	High priority
4	Same as above.	Fall 2011	N/A	N/A	High priority

Course Objectives - PSY 130 FA 10		% meeting course objective
1	Define and utilize human life span development terminology.	81.0%
2	Explain theories, methods and research findings of human life span psychology.	70.7%
3	Describe and compare stages of cognitive, psychosocial, emotional and physical development throughout the life-span.	67.6%
4	Identify factors which influence the growth and development of the individual throughout stages of life.	77.3%
5	Identify the connections between theory and practice and demonstrate an ability to apply human life span developmental psychology to life situations.	76.6%
6	Explain ways that human development theory evolves within the social-cultural and historical contexts.	67.8%

Action Plan PSY 130					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
3	Department is reviewing the outcome of this data. This is the first assessment since the change in objectives.	Fall 2011	More full time instructors.	?	High
6	Department is reviewing the outcome of this data. This is the first assessment since the change in objectives.	Fall 2011	More full time instructors.	?	High

Course Objectives - PSY 260 FA 10		% meeting course objective
1	Develop and communicate hypothetical explanations for individual human behavior within the field of child psychology.	71.1%
2	Define the basic terminology and concepts used in the field of child development.	70.6%
3	Apply key concepts to specific examples in working with children.	90.0%
4	Know the relationship between child psychology and reality.	77.9%
5	Recognize the ramifications of one's value decisions on self and others.	89.9%
6	Explain social institutions, structures, and processes across a range of historical periods and cultures.	78.2%
7	Articulate the interconnectedness of people and places around the globe.	77.5%

Action Plan PSY 260					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
	All objectives were above 70% (objective 2 was at 70.6%). Will continue to evaluate the assessment questions and objectives for the purpose of improvement.	May, 2011	none	none	low

Course Objectives - PSY 265 SP 11		% meeting course objective
1	Define and utilize basic terminology of the field of developmental psychology related to the adolescent.	58.0%
2	Explain the principles and theories of developmental psychology, with emphasis on the biological, cognitive, behavioral, psychodynamic, and sociocultural aspects of adolescence.	26.3%
3	Apply adolescent development theories and methods to life situations and educational settings.	69.6%
4	Compare and contrast historical and contemporary developmental psychology concepts and theories in relation to social institutions, structures, and cultural norms.	61.6%
5	Interpret and evaluate scientific research, methods, and measurements as applied in the study of adolescence and the transition from childhood to adulthood.	55.4%

Action Plan PSY 265					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
1	After feedback from the instructors last spring, we decided to keep the questions for Spring 2011 and then rewrite if necessary. I am in the process of getting feedback from the instructors and then will rewrite questions for the Fall 2011 assessment.	Sep-11			High
2	Same as above.	Sep-11			High
4	Same as above.	Sep-11			High
5	Same as above.	Sep-11			High

Course Objectives - PSY 285 FA 10		% meeting course objective
1	Define the basic terminology of abnormal psychology.	83.7%
2	Develop a working knowledge of basic concepts of abnormal behavior and psychotherapy.	75.6%
3	Describe the concepts and relate them to specific examples in the field.	79.1%
4	Understand the relationship between abnormal/normal behavior and describe the clinical setting.	73.8%
5	Present information clearly and concisely, using traditional and contemporary technologies.	72.7%
6	Evaluate information for its currency, usefulness, truthfulness, and accuracy.	75.0%
7	Explain social institutions, structures, and processes across a range of historical periods and cultures.	79.7%

Action Plan PSY 285					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
	Did not have any objectives below 70%. Previously, 6 of the 7 objectives were in the 60's. I need to review the questions and objectives again. One question in particular needs to be reworked.	May-11	none	none	low

BIOLOGICAL CLINICAL SCIENCES (BCS)

Department and Course Level Assessment of Student Learning Results 2010-2011

Biological Clinical Sciences

Biological Clinical Science Department Mission Statement

The mission of the Allied Health science area within the science department at Ozarks Technical Community College is to provide instruction in the basic human sciences. These courses enable students to develop an understanding of the normal structure and function of the human body through various lecture and laboratories. Students also develop an understanding of the disease process and infectious agents that can cause disease.

Total % of Students Meeting Department Goals Through Combined Course Results Benchmark 70%

<i>Biological Clinical Science Department Goals</i>		<i>All BCS Courses</i>	<i>BCS 120</i>	<i>BCS 130</i>	<i>BCS 140</i>	<i>BCS 145</i>	<i>BCS 146</i>	<i>BCS 150</i>	<i>BCS 200</i>	<i>BCS 210</i>
1	Illustrate how feedback systems serve to maintain homeostasis.	78.3%	79.2%	82.6%	not assessed	81.4%	72.6%	75.9%	79.2%	84.1%
2	Deominstrate knowledge of cell structure, function, and reproduction.	78.5%	79.3%	82.6%	71.7%	74.7%	not assessed	74.9%	86.0%	84.1%
3	Apply basic knowledge of molecular genetics.	79.2%	75.6%	not assessed	not assessed	70.0%	not assessed	79.9%	83.9%	not assessed
4	Analyze case studies for normal and abnormal body functions.	78.4%	79.1%	77.9%	not assessed	79.4%	72.6%	75.2%	76.0%	84.1%
5	Categorize disease processes.	76.5%	86.5%	74.3%	72.3%	not assessed	not assessed	75.2%	not assessed	92.2%

Total % of Students Meeting Course Objectives
Benchmark 70%

Course Objectives - BCS 120 FA 09		% meeting course objective
1	Define and explain anatomy, physiology and homeostasis.	79.2%
2	Identify and analyze basic atomic structure, cellular components, functions within the cells and mitosis.	81.4%
3	Destinguish major tissue types and be able to recognize the subsets within each type.	74.0%
4	Name, describe, and identify the bones of the skeletal system and major structures of each.	80.7%
5	Outline the major steps involved in muscle fiber contraction.	80.7%
6	Identify the major skeletal muscles of the human body.	80.4%
7	Identify the major structures of the nervous system and list the sequence of events that generate an action potential.	86.5%
8	Describe the location, histology, hormoanes and functions of the major endocrine glandular system.	76.1%
9	Distinguish the physical characteristis and principal components of blood and functions of the different cells.	81.1%
10	Trace the pathway of blood flow in the body and identify the structures of the cardiovascular system.	85.4%
11	Compare and contrast the functions of the lymphatic system with the cardiovascular and immune systems.	84.9%
12	Identify the major structures of the digestive, respiratory, urinary, and reproductive systems.	89.0%

13	Link the functions of the digestive, respiratory, urinary, and reproductive systems in maintaining homeostasis.	86.4%
14	Explain homeostatic regulation of water, electrolyte, and acid-base balance.	87.6%
15	Display knowledge of basic genetic terminology.	75.6%
16	Develop the skills necessary to operate a compound microscope.	75.9%
17	Be able to identify the chemical and structural components of a eukaryotic cell.	70.2%
18	Analyze movements through cellular membranes.	80.8%
19	Identify tissues from microscope slides.	73.7%
20	Identify the bones and muscles from models.	not assessed
21	Dissect the cat cadaver in order to identify the major muscles, body systems and parts thereof.	not assessed

Action Plan BCS 120

Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
	No actions proposed.				

Course Objectives - BCS 130 SP 10		% meeting course objective
1	List the 6 classes on nutrients and describe which are organic and which are energy yielding.	75.7%
2	Identify and explain the four characteristics of a nutritious diet.	81.8%
3	Identify the components of the My Pyramid and describe how RDA are established for energy and nutrient intake.	80.6%
4	Interpret and analyze a food label.	78.5%
5	Describe the mechanical and chemical digestion process including: absorption, transporation, and storage of nutrients.	82.6%
6	Describe the role of energy yeilding nutrients in the body.	76.5%
7	Describe the role of non-energy yielding nutrients in the body.	79.6%
8	Describe the role of nutrition in maintaining over-all health, including weight management, eating disorders, and food borne-illness	74.3%
9	Describe food processing techniques and their effect on nutritional values.	77.3%
10	Evaluate a sample of their diet for nutritional balance.	86.2%

Action Plan BCS 130					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
	All objuectives were met; this is an improvement from last year. We are looking at changing our assessment plan to incorporate different levels of learning for each objective.	Spring 2011/Fall 2011	Time for the development of new tiered approach	none	Medium
	All objectives were ment; this is an imporvement from last year. We are implementing the sharing of best teaching practices in our Blackboard site. We think this will increase the effectiveness of all teachers.	Spring 2011/Fall 2011	Time for sharing the best practices	none	High

Course Objectives - BCS 140 FA 09		% meeting course objective
1	Demonstrate knowledge of anatomical position and associated terminology.	85.1%
2	Identify the major structures of a human cell and describe the function of each cellular organelle.	70.3%
3	Identify the phases of the cell cycle.	70.3%
4	Demonstrate knowledge of the structures and locations of each tissue type.	76.8%
5	Demonstrate knowledge of the structure and locations of organs involved with support and movement of the human body.	69.7%
6	Demonstrate knowledge of the structure and locations of organs involved with integration and control of the human body.	71.3%
7	Demonstrate knowledge of the structure and locations of organs involved with maintenance of the human body.	73.0%
8	Describe the stages of reproduction, embryonic, and fetal development of the human body.	78.6%
9	Demonstrate knowledge of the parts of a microscope and their proper usage.	82.7%
10	Demonstrate proper dissection techniques.	74.5%
11	Identify specific tissues through microscopic analysis.	69.7%
12	Identify body structures using human models and comparative mammalian structures.	72.2%

Action Plan BCS 140					
#	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
2	Reevaluate objective questions.	Fall 2011			
3	Reevaluate objective questions.	Fall 2011			
5	Reevaluate objective questions.	Fall 2011			
6	Reevaluate objective questions.	Fall 2011			
11	Reevaluate objective questions.	Fall 2011			

Course Objectives - BCS 145 FA 09		% meeting course objective
1	Define common anatomical and medical terminology with respect to the human body.	79.9%
2	Demonstrate knowledge of basic chemistry and how biological molecules function in the human body.	79.7%
3	Explain the concept of homeostasis and describe how feedback systems operate to maintain this balance within the body.	83.2%
4	Describe the major components of a eukaryotic cell and understand the various modes of cell transport.	76.9%
5	Describe the importance of cell division and label various stages.	70.0%
6	Distinguish between mitosis and meiosis as well as spermatogenesis and oogenesis.	70.5%
7	Describe the structure, function and location of the four basic tissues of the body.	81.6%
8	Identify and describe the structural and functional features of the integumentary system.	84.7%
9	Identify and describe the structural and functional features of the skeletal system.	77.4%
10	Identify and describe the structural and functional features of the muscular system.	76.0%

Action Plan BCS 145					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
	All objectives met. No actions are proposed at this time.				

Course Objectives - BCS 146 SP 10		% meeting course objective
1	Define common anatomical and medical terminology with respect to the human body.	86.3%
2	Identify and describe the structural features of the muscular system and explain their functional roles in body movement, maintenance of posture and heat production.	76.0%
3	Identify and describe the structural and functional features of the nervous system.	67.5%
4	Describe the basic organization of the nervous system and be able to distinguish normal neurological, motor and sensory development.	78.5%
5	Identify and describe the structural and features of the endocrine system and explain the functional roles of hormones on their effectors.	72.4%
6	Identify and describe the components of the blood and explain their functional roles in distribution of substances, regulation, and protection.	73.3%
7	Identify and describe the structural and functional features of the cardiovascular system and explain their functional role in hemodynamics.	80.9%
8	Identify and describe the structural features of the lymphatic system and explain their functional roles in fluid dynamics and immunity.	74.3%

9	Identify and describe the structural and functional features fo the respiratory system.	61.5%
10	Identify and describe the structural features of the urinary system and explain their functional roles in urine formation and excretion including its association with fluid and electrolyte balance.	75.3%
11	Describe the connections of homeostatic interrelationship between systems as it pertains to maintaing acid-base balance.	75.3%
12	Identify and describe the structural features of the male and female reproductive systems and explain their functional roles in reproduction.	63.5%
13	No objective listed on spreadsheet.	64.7%

Action Plan BCS 146					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
	No actions are proposed at this time.				

Course Objectives - BCS 150 SP 09		% meeting course objective
1	Illustrate how feedback systems serve to maintain homeostasis.	83.3%
2	Describe the metabolic events in a normal cell.	72.3%
3	Explain the functional roles of digestion including: absorption, secretion and elimination.	76.0%
4	Explain the functional roles of neurons in receiving, integrating and conduction of information.	77.9%
5	Explain the functional roles of hormones on their effectors.	79.9%
6	Describe the components of blood and explain their functional roles in distribution of substances.	82.5%
7	Describe the cardiac cycle and conduction system of the heart, and blood pressure regulation.	75.6%
8	Explain the ventilation, gas exchange and gas transport mechanisms of the respiratory process.	70.9%
9	Describe the events that occur during stimulation of muscles at the neuromuscular junction and list the steps in the sliding filament theory of muscle contraction.	72.0%
10	Explain the functional roles of urinary cells in filtration, reabsorption, and secretion.	72.4%
11	Explain how the urinary system functions in fluid and electrolyte balance.	71.8%

12	Explain the ovulation cycle, oogenesis and spermatogenesis.	70.9%
13	Describe the role of humoral and cell mediated immunity in maintenance of homeostasis.	72.4%
14	Predict how genetic traits are passed from one generation to the next.	84.4%
15	Demonstrates use of Universal Precautions during laboratory exercises.	99.6%
16	Demonstrates competency in basic physiological laboratory skills: blood pressure, spirometry, venipuncture, determination of tonicity, urinalysis, hematocrit, fingerstick.	79.6%
17	Evaluate laboratory results using graphs and diagrams to explain experimental outcomes.	75.5%

Action Plan BCS 150

Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
	All objectives were met with a minimum of 70% of students achieving the objective. No actions are proposed at this time.				

Course Objectives - BCS 200 FA 09		% meeting course objective
1	Distinguish between prokaryotic and eukaryotic cells.	90.2%
2	Recognize common laboratory procedures used to identify microorganisms.	87.7%
3	Differentiate between Aerobic respiration, Anaerobic respiration, and Fermentation.	87.4%
4	Relate bacterial growth factors to effective means of controlling bacterial growth.	91.7%
5	Interpret the role of bacterial genetics in protein synthesis, replication, and recombination.	76.0%
6	Apply common terminology used in the control of microorganisms.	83.1%
7	Explain the basic human immune response in terms of structure, activation, and normal function.	83.2%
8	Place microorganisms into the correct clinically significant group using characteristics of the microorganism and/or patient signs and symptoms.	86.2%
9	Define epidemiology, and give examples of common epidemiological agencies and techniques.	93.8%
10	Demonstrate safe laboratory practices with respect to standard precautions.	97.5%
11	Employ appropriate technique in the use of a light microscope.	90.9%
12	Analyze results of common laboratory testing procedures such as: Gram staining, biochemical testing, serology testing, and electrophoresis.	82.3%
13	Identify an unknown bacteria using the results of biochemical testing and/or Gram staining.	71.8%
14	Interpret results of common methods of bacterial growth control.	78.0%

Action Plan BCS 200					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
	No actions are proposed at this time.				

Course Objectives - BCS 210 SP 10		% meeting course objective
1	Define the terminology of disease process.	92.2%
2	Explain how cells, tissue, and organ systems are changed by the process of inflammation, healing, immunity, and neoplasia.	75.6%
3	Explain how homeostasis is impacted and disrupted by disease processes.	83.0%
4	Classify cellular injury, how it impacts homestasis, and how the body compensates for it.	79.0%
5	Demonstrate changes in the antaomy and physiology of major body systems that occur due disease.	84.0%
6	Explain the correlation between pathologocial change and signs and symptoms of disease.	87.9%
7	Explain how the body compensates for homeostatic changes through the various body systems during disease processes.	79.7%
8	Evaluate the etiologies, signs and symptoms, and treatments of major disease processes.	91.6%

Action Plan BCS 210					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
	No actions proposed.				

BIOLOGICAL SCIENCES (BIO, HLT)

Department and Course Level Assessment of Student Learning Results 2010-2011

Biology

Biology Department Mission Statement

The mission of the Biological Science area of the science Department at Ozarks Technical Community College is to enable students to develop an understanding of the principles and laboratory procedures in the Natural Sciences. These courses foster the ability of a student to apply the methods of scientific inquiry. After completion of the required course sequence at OTC, students should have developed an understanding of the impact humans have on their environment.

Total % of Students Meeting Department Goals Through Combined Course Results Benchmark 70%

<i>Biology Department Goals</i>		<i>All BIO Courses</i>	<i>BIO 100</i>	<i>BIO 105</i>	<i>BIO 160</i>
1	Students will be able to describe how living things evolve.	79.3%	78.4%	84.4%	83.6%
2	Students will be able to recognize human impacts on the natural environment.	80.7%	80.8%	80.6%	not assessed
3	Students will be able to describe how the scientific method is used in problem solving and evaluating evidence.	85.3%	84.1%	88.8%	86.3%

Total % of Students Meeting Course Objectives
Benchmark 70%

Course Objectives - BIO 100 FA 10		% meeting course objective
1	List the characteristics of life.	88.6%
2	Describe the scientific method and explain hypothesis testing.	88.2%
3	Describe how cells capture and use energy.	75.5%
4	Explain patterns of inheritance and explain how inheritance is related to evolution.	73.2%
5	Describe how life on Earth has changed over time.	73.8%
6	Define ecosystem and species interactions and describe how humans impact ecosystems.	82.3%
7	Explain nutrient cycling within ecosystems and how energy flows through ecosystems.	80.8%
8	Acquire, graph and analyze laboratory data.	88.0%
9	Evaluate conclusions regarding a hypothesis.	75.1%
10	Demonstrate knowledge of the parts of the microscope and their proper usage.	77.5%
11	Distinguish organisms based on cell type and cell structure.	82.7%
12	Classify animals and plants by key characteristics and the use of a dichotomous key.	82.5%
13	Explain how cells function in the process of digestion and respiration.	70.5%
14	Identify the stages of mitosis and meiosis.	74.7%
15	Explain patterns of inheritance.	76.0%

Action Plan BIO 100					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
	All objectives were met. For those questions where the success rate was low, the delivery method will be evaluated.	January, 2011	None	None	Low

Course Objectives - BIO 105 SP 11		% meeting course objective
1	Apply the scientific method, hypothesis testing, and the laws of thermodynamics.	86.8%
2	Distinguish between energy flow and nutrient cycling through trophic levels in ecosystems.	77.4%
3	Describe population dynamics, emphasizing the human population, its history, and implications of its growth.	83.8%
4	Distinguish between renewable and nonrenewable resources.	78.9%
5	Identify different types of ecosystems, how and why they are disturbed, and how humans affect them.	81.6%
6	Explain the evolution of natural ecosystems and how organisms have adapted to them.	85.1%
7	Explain how biodiversity impacts ecosystem health and the causes and implications of species extinction.	87.3%
8	Describe how environmental risks are assessed and environmental policy is implemented.	84.7%
9	Explain the importance of a global perspective in understanding the relationship between humans and their environment.	71.2%
10	Explain the direct relationship between education, poverty, and environmental degradation.	79.9%
11	Collect and analyze data from field studies and in the laboratory.	88.7%
12	Graph and interpret experimental data.	89.9%
13	Understand and communicate conclusions in laboratory reports.	89.9%

Action Plan BIO 105					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
	No actions proposed.				

Course Objectives - BIO 160 FA 10		% meeting course objective
1	Explain how to use the scientific method and to develop and test hypotheses in order to draw conclusions.	90.0%
2	Compare and contrast the types of chemical bonding, list the properties of water, and describe the structure and properties of organic molecules.	73.8%
3	Describe cell structure and function and list and explain the different types of cellular transport.	77.7%
4	Describe and summarize the processes of photosynthesis and cellular respiration.	73.5%
5	Identify the stages of asexual and sexual cellular division and explain the processes that occur at each step of cellular division and sexual life cycles.	84.6%
6	Explain the molecular basis of inheritance and protein synthesis, and describe the principles of inheritance.	77.3%
7	Explain and evaluate how species evolve, scientific evidence for evolution, and species phylogeny.	82.3%
8	Explain how human choices affect living systems, organization and nature.	82.3%
9	Acquire, graph, and analyze laboratory data.	91.9%
10	Evaluate conclusions regarding a hypothesis.	76.9%
11	Demonstrate knowledge of the parts of the microscope and their proper usage.	90.8%
12	Explain how cells function in the processes of digestion and respiration.	73.8%
13	Identify the stages of mitosis and meiosis.	87.7%
14	Explain patterns of inheritance and employ modern molecular genetic techniques.	87.3%

Action Plan BIO 160					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
	All objectives were met. For those questions where the success rate was low, the delivery method will be evaluated.	January, 2011	None	None	Low

Health and Wellness

Health and Wellness Department Mission Statement

The mission of the Lifetime Wellness course within the Science Department at OTC is to provide students with information that will facilitate healthy choices and to encourage self-assessment as a tool for monitoring health behaviors. Emphasis is placed on lifestyle awareness and preventative measures as tools in wellness and in making healthy lifestyle choices.

Total % of Students Meeting Department Goals Through Combined Course Results Benchmark 70%

<i>Health and Wellness Department Goals</i>		<i>All HLT Courses</i>	<i>HLT 101</i>
1	Students will be able to list the major components of a healthy lifestyle.	81.1%	81.1%
2	Students will be able to evaluate personal health using self-assessment techniques.	82.3%	82.3%
3	Describe lifestyle choices that negatively impact your health.	79.2%	79.2%

Total % of Students Meeting Course Objectives
Benchmark 70%

Course Objectives - HLT 101 SP 11		% meeting course objective
1	List the dimensions of wellness and explain the content of each area	74.7%
2	Recall the characteristics of psychological health.	81.6%
3	State the effects of stress on their physical health.	85.1%
4	Identify the components of a healthy diet.	73.0%
5	List the components of a physical fitness program.	86.3%
6	Evaluate a sample of their diet for nutritional balance.	82.4%
7	Explain the balance of nutrition and exercise in a weight management program.	81.3%
8	Identify the characteristics of addictive behavior.	86.2%
9	Explain the effects of drug abuse, alcohol abuse and tobacco use on health.	84.2%
10	Identify the characteristics of cardiovascular disease and cancer.	86.8%
11	List the risk factors for obtaining a sexually transmitted disease.	71.9%

Action Plan HLT 101					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
	No actions proposed.				

COMMUNICATION (COM, SPN)

Department and Course Level Assessment of Student Learning Results 2010-2011

Communication

Communication Department Mission Statement

The mission of the Department of Communication of Ozarks Technical Community College is to develop students' abilities to effectively communicate in both oral and written form within public speaking, interpersonal, small group, intercultural, and organizational contexts in private, public, community and global settings. Through the study of Communication principles and strategies, students increase their competence in creating, transmitting, receiving and responding to messages, as well as develop the capacity to employ journalistic style and increase awareness of wise media interpretation and use.

Total % of Students Meeting Department Goals Through Combined Course Results Benchmark 70%

Communication Department Goals		All COM Courses	COM 100	COM 105	SPN 101	SPN 102
1	Students will demonstrate improved skills in oral and interpersonal communication.	75.0%	69.2%	not assessed	79.9%	85.3%
2	Students will be able to recognize the value of other cultures and effectively communicate within a multicultural environment.	72.0%	69.2%	71.3%	82.7%	84.3%
3	Students will be able to critically and objectively evaluate information based on its credibility and relevance.	74.6%	73.0%	not assessed	85.5%	89.3%
4	Students will be able to apply basic communication strategies in order to communicate clearly, consisely and effectively.	73.8%	69.9%	73.4%	79.4%	89.3%
5	Students will be able to effectively research topics and present their findings.	84.4%	77.4%	88.2%	not assessed	not assessed
6	Students will use effective methods of communicating in groups.	73.6%	51.1%	not assessed	77.9%	not assessed

Total % of Students Meeting Course Objectives
Benchmark 70%

Course Objectives - COM 100 SP 11		% meeting course objective
1	Explain the principles of human communication and how they are affected by culture, perception, listening, self concept, and verbal and nonverbal messages.	67.6%
2	Define and describe effective listening and conversational skills.	73.5%
3	Describe the development, growth, and maintenance of interpersonal relationships.	51.2%
4	Describe the techniques of managing interpersonal conflict.	50.2%
5	Demonstrate small group communication skills by working with a group to achieve a goal.	48.0%
6	Analyze the effectiveness of workplace communication and leadership.	78.8%
7	Demonstrate skills in public speaking, including topic selection, audience analysis and adaptation, research and effective delivery.	78.0%
8	Employ the basic strategies and methods of persuasion.	75.8%

Action Plan COM 100					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
	No actions proposed.				

Course Objectives - COM 105 FA 10		% meeting course objective
1	Conduct audience analysis in order to effectively tailor a message.	81.3%
2	Identify, evaluate, and cite credible research as sources within a speech.	70.4%
3	Organize information in a way that is appropriate for the speech topic.	73.4%
4	Demonstrate effective verbal and nonverbal delivery.	71.3%
5	Explain the importance of listening.	74.8%
6	Identify the ethical implications of public speaking.	88.2%
7	Demonstrate the basic strategies and methods of persuasion.	78.5%

Action Plan COM 105					
#	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
	All objectives 1-7 were met with an average between 70.4% to 88.2%. No actions are proposed.				

Course Objectives - SPN 101 FA 10		% meeting course objective
1	Demonstrate elements of pronunciation by correctly speaking Spanish.	86.0%
2	Demonstrate a working vocabulary of practical terms and basic grammatical structures through reading, writing and speaking Spanish.	77.9%
3	Read cultural reading selections appropriate to the elementary level and answer questions based on what they read.	85.5%
4	Listen to spoken elementary level Spanish language and answer questions based on what they hear.	84.7%
5	Write a short paragraph about themselves or someone else in the present tense.	81.3%
6	Demonstrate the knowledge and understanding of the culture of the Spanish-speaking people.	82.7%

Action Plan SPN 101					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
	Some teachers need to practice some material more.		none	none	

Course Objectives - SPN 102 SP 11		% meeting course objective
1	Demonstrate elements of pronunciation by correctly speaking Spanish.	100.0%
2	Demonstrate a working vocabulary of practical terms and basic grammatical structures through reading, writing and speaking Spanish.	83.6%
3	Read cultural reading selections appropriate to the elementary level and answer questions based on what they read.	88.8%
4	Listen to spoken elementary level Spanish language and answer questions based on what they hear.	88.5%
5	Demonstrate the knowledge and understanding of the culture of Spanish-speaking people and the cultural differences that exist among Hispanic nations.	83.8%
6	Write a short paragraph about themselves or someone else in the past tense.	100.0%
7	Engage in simple conversations.	not assessed
8	Research some aspects of the Hispanic culture using different sources in Spanish.	100.0%

Action Plan SPN 102					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
	No action proposed.				

ENGLISH (ENG)

Department and Course Level Assessment of Student Learning Results 2010-2011

ENGLISH

English Department Mission Statement

The English department's mission is to help develop students' abilities to use the English language to read and listen critically, and write with clarity and persuasiveness, skills which will help them in their further academic and/or working careers.

Total % of Students Meeting Department Goals Through Combined Course Results Benchmark 70%

<i>English Department Goals</i>		<i>All ENG Courses</i>	<i>All Dev Ed ENG Courses</i>	<i>ENG 040</i>	<i>ENG 050</i>
1	Write logically-organized essays with clear thesis statements and specific supporting details relevant to the essays' purpose.	65.5%	62.4%	55.1%	71.6%
2	Analyze and evaluate their own and others' writing.	80.7%	80.7%	80.7%	not assessed
3	Evaluate source material for currency, accuracy, and appropriateness.	67.9%	79.8%	88.4%	74.6%
4	Incorporate source materials into their own writing using correct documentation techniques.	62.9%	51.3%	not assessed	51.3%
5	Employ correct diction, syntax, usage, grammar, and mechanics.	54.0%	47.2%	42.1%	54.8%

English Department Goals (continued)		All ENG Courses	All College Level ENG Courses	ENG 101	ENG 102
1	Write logically-organized essays with clear thesis statements and specific supporting details relevant to the essays' purpose.	65.5%	66.5%	66.8%	62.4%
2	Analyze and evaluate their own and others' writing.	80.7%	not assessed	not assessed	not assessed
3	Evaluate source material for currency, accuracy, and appropriateness.	67.9%	67.1%	67.3%	63.0%
4	Incorporate source materials into their own writing using correct documentation techniques.	62.9%	64.6%	64.9%	60.9%
5	Employ correct diction, syntax, usage, grammar, and mechanics.	54.0%	66.2%	66.6%	62.5%

**Total % of Students Meeting Course Objectives
Benchmark 70%**

Course Objectives - ENG 040 FA 10		% meeting course objective
1	Identify parts of speech.	39.1%
2	Identify and correct major grammatical and mechanical errors: fragments, run-ons, comma misuses, subject-verb disagreement.	46.7%
3	Differentiate among various sentence structures: simple, compound, complex, and compound-complex.	36.9%
4	Distinguish between general and specific information, fact and opinion.	76.9%
5	Identify and describe patterns of organization and development in texts.	55.0%
6	Identify purpose, audience, main idea, and supporting evidence within a text.	31.4%
7	Explain how audience and purpose affect and determine the content, format, language, and tone of writing.	88.4%
8	Write focused topic sentences.	45.2%
9	Write paragraphs that use appropriate, specific, and convincing evidence to develop a topic sentence or main idea.	56.8%
10	Write unified and effectively organized paragraphs to achieve cohesiveness.	58.4%
11	Use transitional and connective devices within paragraphs to achieve coherence and focus.	58.9%
12	Implement basic multiparagraph composition structure: introduction, body, and conclusion.	not assessed

Action Plan ENG 040					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
1	38.6% mastery - Actions Proposed: We may need to clarify/rewrite objective (e.g. which parts of speech need to be specified?). We need to research what the national standard of mastery is for developmental students and replace the 70% of higher mastery standard to the % more appropriate to developmental education.	Aug-11		none	Low
2	46.4% mastery - Actions Proposed: We need to revisit the assessment tool (exam questions). The new attendance policy may have a positive effect on helping students achieve mastery. We need to research what the national standard of mastery is for developmental students and replace the 70% or higher mastery standard to the % more appropriate to developmental education. We need to offer professional development for how to teach this objective in the most appropriate and productive way.	Same as above.	Time and money for professional development		Mid
3	37.3% mastery - Actions Proposed: We need to consider the value of this objective and either rewrite the objective to be more holistic or take it out of the objectives list and move it to the course content items. We need to revisit the assessment tool (exam questions). The new attendance policy may have a positive effect on helping students achieve mastery. We need to research what the national standard of mastery is for developmental students and replace the 70% or higher mastery standard to the % more appropriate to developmental education. We need to offer professional development for how to teach this objective in the most appropriate and productive way.	Same as above.	as above		Low

4	None necessary: Reached 70.5% mastery of this objective.	N/A	N/A	N/A	N/A
5	54.9% mastery Action(s) Proposed: <ul style="list-style-type: none"> We can offer professional development to help instructors learn more effective ways for students to meet this objective. Because there are instructors who have 70% or higher mastery on this particular objective, they may be able to offer guidance to those instructors who do not. The new attendance policy may have a positive effect on helping students achieve mastery. We need to research what the national standard of mastery is for developmental students and replace the 70% or higher mastery standard to the % more appropriate to developmental education. 	Same as above.	as above		Mid
6	32.5% mastery Action(s) Proposed: <ul style="list-style-type: none"> We can offer professional development to help instructors learn more effective ways for students to meet this objective. This objective saw the most decrease from Spring 2010 to Fall 2010, which could be attributed to the increase of new instructors. A goal might be to We need to research what the national standard of mastery is for developmental students and replace the 70% or higher mastery standard to the % more appropriate to developmental education. 	Same as above.			High
7	None necessary: Reached 87.7% mastery of this objective.	N/A	N/A	N/A	N/A
8	43.9% mastery Action(s) Proposed: Same as above for objective 5.	Same as above.			High

9	55.7% mastery Action(s) Proposed: Same as above for objective 5.	Same as above.	Time and money for professional development		High
10	58.4% mastery Action(s) Proposed: <ul style="list-style-type: none"> • We need to revisit the assessment tool (exam questions). • We can offer professional development to help instructors learn more effective ways for students to meet this objective. • The new attendance policy may have a positive effect on helping students achieve mastery. • We need to research what the national standard of mastery is for developmental students and replace the 70% or higher mastery standard to the % more appropriate to developmental education. 	Same as above.	Time and money for professional development		High
11	59% mastery Action(s) Proposed: Same as above for objective 10.	Same as above.	Time & money for professional development		High

Course Objective - ENG 050 SP 11		% meeting course objective
1	Identify and correct major grammatical and mechanical errors: fragments, run-ons, comma misuses, subject-verb disagreement.	51.4%
2	Use a variety of sentence structures (simple, compound, complex, and compound-complex)	65.0%
3	Write thesis statements for a specific audience and purpose.	71.1%
4	Write supporting paragraphs that use appropriate, specific, and convincing evidence within a text to develop the thesis statement.	76.6%
5	Write unified and effectively organized supporting paragraphs within a text to achieve cohesiveness.	52.0%
6	Use transitional and connective devices within texts to achieve coherence and focus.	70.7%
7	Adapt the content, format, language, and tone of writing to meet the needs of a specific audience and purpose.	82.8%
8	Evaluated sources for credibility and relevance.	74.6%
9	Collect and organize evidence from a source to support a thesis.	not assessed
10	Differentiate among summarizing, paraphrasing, and quoting.	63.6%
11	Integrate evidence from sources into an original text.	not assessed
12	Describe and use the basic elements of documentation.	45.1%

Action Plan ENG 050					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
1	fell below 70% target; we need to review the objective, the test question, and invite instructors to provide suggestions for overall instructional improvement.	Fall 2011	time, money for professional development		low
2	Same as above.	Fall 2011	as above		low
5	fell below 70% target; we need to review the test question and invite instructors to provide suggestions for overall instructional improvement.	Fall 2011	as above		high
10	Same as above.	Fall 2011	as above		high
12	Same as above.	Fall 2011	as above		low

Course Objectives - ENG 101 FA 10		% meeting course objective
1	Demonstrate a knowledge of how audience, purpose and occasion shape their writing choices.	70.3%
2	Demonstrate several strategies for selecting and developing a topic.	71.6%
3	Demonstrate a knowledge of the writing process.	64.7%
4	Demonstrate logical reasoning in written work, including the use of transitions and connectives between ideas.	68.6%
5	Employ conventions of standard, edited English, including correct diction, syntax, usage and grammar.	66.0%
6	Use a variety of sentence structures.	68.3%
7	Evaluate source materials for currency, quality, accuracy, and appropriateness.	56.1%
8	Integrate source materials into writing using correct documentation techniques.	56.1%
9	Analyze and evaluate their own and others' writing.	66.6%

Action Plan ENG 101					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
	The following proposed actions will impact and work to improve all objectives listed.				
	Create multiple levels of assessment for objectives.				
1	Mid-term (Obj. 1-3) - knowledge, comprehension, application, analysis, synthesis, and evaluation.	2/19/2010			High
2	Documentation quiz (Obj. 7-8) - knowledge, comprehension, application, analysis, and evaluation.	3/5/2010			High
3	Rubric applied to one other essay of instructor's choosing (Obj. 1-9, but not always 7-8) - application , analysis, synthesis, and evaluation.	Implemented			High
4	Final Writing Process Analysis Essay (Obj. 1-9) - application, analysis, synthesis, and evaluation.	Implemented			High
5	Encourage instructors to evaluate and revise teaching strategies via discussion, staff development, and instructional site participation.	Ongoing			
6	Revisiting and revising course objectives.	2/19/2010			
7	Revision and norming of departmental rubric.	9/1/2010			

Course Objectives - ENG 102 SP 11		% meeting course objective
1	Demonstrate the steps in the writing process.	63.7%
2	Demonstrate logical support in written work, using relevant evidence and reasoned argument.	65.5%
3	Employ smooth transitions and connectives between ideas to illustrate their relationships.	61.9%
4	Incorporate information from a variety of sources to support and sustain an argument/position, using correct citation techniques.	57.1%
5	Employ conventions of standard, edited English, including correct diction, syntax, usage, and grammar.	57.1%
6	Analyze and evaluate their own and others' writing.	67.9%

Action Plan ENG 102					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
	No actions proposed				

FINE ARTS AND HUMANITIES

ART, MUS, THR, HUM, PHL

Department and Course Level Assessment of Student Learning Results

2010-2011

Fine Arts

Fine Arts Department Mission Statement

The mission of the Arts and Humanities Department at Ozarks Technical Community College is to cultivate our students' knowledge of and experience in the creative disciplines known collectively as the Arts and Humanities (including the visual arts, music, literature, religion, philosophy, and foreign languages), in order that that knowledge and experience will contribute to their personal and professional well-being.

Total % of Students Meeting Department Goals Through Combined Course Results Benchmark 70%

<i>Fine Arts Department Goals</i>		<i>All Fine Arts Courses</i>	<i>ART 101</i>	<i>ART 105</i>	<i>ART 110</i>	<i>MUS 101</i>	<i>MUS 105</i>	<i>THR 101</i>
1	Use correct terminology in proper context.	73.2%	76.0%	75.0%	85.5%	71.7%	76.3%	71.0%
2	Identify the important historical and contemporary figures and their contributions in Fine Arts.	72.9%	76.0%	75.3%	80.3%	70.6%	76.3%	71.0%
3	Engage in and observe the creative process.	72.9%	72.0%	75.0%	82.7%	68.0%	78.9%	85.4%
4	Acquire skills to develop a life-long relationship with the Arts and Humanities.	72.8%	92.9%	75.0%	80.1%	67.9%	79.7%	85.4%
5	Enter into the global landscape as responsible and informed cultural contributors.	71.3%	92.9%	75.0%	80.3%	67.9%	not assessed	85.4%

Total % of Students Meeting Course Objectives
Benchmark 70%

Course Objectives - ART 101 FA 10		% meeting course objective
1	Interpret major works of art throughout history using critical vocabulary.	89.1%
2	Recognize the characteristics of major art movements from prehistoric to the Renaissance period.	75.3%
3	Identify the works and contributions of major artists in each movement.	74.2%
4	Explain the influences of art on culture and culture on art.	63.7%
5	Summarize the evolution of art as it develops through styles and trends.	70.2%
6	Put into your own words through verbal and written responses personal experience and interaction of the arts.	92.9%

Action Plan ART 101					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
4	Review course material and individual instructor's content delivery of material. Reevaluate the assessment questions currently beign used to assess this particular objective.	Jan-11	n/a	n/a	

Course Objectives - ART 105 SP 11		% meeting course objective
1	Interpret major works of art throughout history using critical vocabulary.	77.3%
2	Recognize the characteristics of major art movements from the High Renaissance to contemporary times.	74.0%
3	Identify the works and contributions of major artists in each movement.	86.4%
4	Explain the influences of art on culture and culture on art.	65.5%
5	Summarize the evolution of art as it develops through styles and trends.	81.8%
6	Put into your own words through verbal and written responses personal experience and interaction of the arts.	69.2%

Action Plan ART 105					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
4	emphasize the cultural affect of art on society and visa versa	2011/2012			High
6	Art exploration is used for this. This is usually higher percentage. We'll look at this next year. I don't think this is a problem area.	2011/2012			Low

Course Objectives - ART 110 SP 11		% meeting course objective
1	Name the major periods, persons, styles and works that constitute the western artistic and cultural tradition.	74.5%
2	Identify the social and cultural contexts of artistic developments and the interaction between art, culture and identity.	83.8%
3	Summarize the aesthetic experience using critical vocabulary of the elements to discuss the structure of art.	79.6%
4	Articulate personal experience of the creative artistic process through writings, projects and assignments.	100.0%

Action Plan ART 110					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
	No actions proposed.				

Course Objectives - MUS 101 FA 10		% meeting course objective
1	Use appropriate terminology to discuss the structure of musical works in terms of the basic elements of music.	75.3%
2	Articulate aesthetic responses to music in terms of its basic elements.	78.0%
3	Explain major periods, persons, forms, and compositions in the development of various cultures.	66.0%
4	Distinguish a variety of musicians and styles from popular and world music.	62.3%
5	Demonstrate verbally and in written form musical expressions that are embedded in Non-Western cultures and ways of living.	76.8%
6	Experience the creative musical process through in-class exercises as well as attending live musical events.	83.3%

Action Plan MUS 101					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
3	Rewrite some low-scoring assessment questions. If the numbers do not change we will then begin to look at how the objectives are being taught.	Spring 11	Time to rewrite assessment questions	0	
4	Rewrite some low-scoring assessment questions. If the numbers do not change we will then begin to look at how the objectives are being taught.	Spring 11	same as above.	0	

Course Objectives - MUS 105 FA 10		% meeting course objective
1	Use the basic elements of music to discuss the structure of musical works.	73.0%
2	Articulate aesthetic responses to music in terms of its basic elements.	69.0%
3	Explain major periods, persons, forms and compositions in the development of Western classical music.	77.4%
4	Explain the role music played in historical context.	80.8%
5	Identify and articulate the elements of music in class exercises as well as attending and critiquing live musical events.	78.3%

Action Plan MUS 105					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
5	Further assessment into how this objective is being measured.	S P2011	time and personnel	0	

Course Objectives - THR 101 SP 10		% meeting course objective
1	Identify and characterize the major periods, persons, styles, and works that constitute the western theatrical and cultural tradition.	63.9%
2	Explain the relationships between theatre, society, culture, history, art, and identity.	85.3%
3	Use critical terminology of theatrical analysis to describe theatrical events and reflect upon one's response to them.	87.7%
4	Evaluate the main aspects of theatrical production.	80.6%
5	Apply core concepts of the theatre experience in observation of and participation in theatre's creative process.	not assessed

Action Plan THR 101					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
	No actions proposed.				

Humanities

Humanities Department Mission Statement

The mission of the Arts and Humanities Department at Ozarks Technical Community College is to cultivate our students' knowledge of and experience in the creative disciplines known collectively as the Arts and Humanities (including the visual arts, music, literature, religion, philosophy, and foreign languages), in order that that knowledge and experience will contribute to their personal and professional well-being.

Total % of Students Meeting Department Goals Through Combined Course Results Benchmark 70%

Humanities Department Goals		All Humanities Courses	HUM 101	PHL 101	PHL 110
1	Use correct terminology to discuss (oral and written)	70.9%	73.2%	66.3%	72.5%
2	Present ideas in a logical fashion.	69.8%	70.2%	66.3%	72.5%
3	Compare and contrast historical and cultural world views.	71.5%	70.2%	70.1%	74.2%
4	Articulate the interconnectedness of people and places around the globe.	72.7%	73.2%	70.1%	74.2%

**Total % of Students Meeting Course Objectives
Benchmark 70%**

Course Objectives - HUM 101 FA 10		% meeting course objective
1	Identify the major periods, persons, stories, and works that constitute the western cultural tradition.	71.8%
2	Use critical vocabulary to analyze the structure of works of visual art, theatre, cinema, music, and literature.	82.1%
3	Interpret works of art within a cultural context.	74.4%
4	Identify the social impact of the humanities.	64.5%

Action Plan HUM 101					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
4	The percentage meeting the objective was 64.5%. I recommend that we review the assessment questions for this objective.	February, 2011	Time		high

Course Objectives - PHL 101 SP 11		% meeting course objective
1	Identify major periods, people, ideas, and works that constitute the western philosophical and cultural tradition.	55.0%
2	Define concepts and terms essential to philosophy, such as such as free will, determinism, mind, virtue, and justice.	73.9%
3	Identify arguments by major philosophers (taken from primarily western philosophical traditions) as well as currently practicing philosophers, such as empiricism, rationalism, constructivism, idealism, existentialism, and social contract.	66.9%
4	Distinguish the strengths and weaknesses of major arguments.	69.5%

Action Plan PHL 101					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
	No actions proposed.				

Course Objectives - PHL 110 FA 10		% meeting course objective
1	Identify the major periods, persons, stories, events, and rituals that constitute diverse religious traditions.	67.5%
2	Examine and discuss the structure of religious experience using critical terminology.	72.5%
3	Compare and contrast the collective teachings of religious communities both historic and recent.	74.4%
4	Assess the impact of ethical and social precepts on the complexities of social and political behavior.	75.7%

Action Plan PHL 110					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
1	Get assessment questions out to instructors earlier in the semester. Invite all instructors to improve questions. Discuss these assessment questions at Adj Orientation August 2011.	Sep-11			High priority
2	Same as above	Sep-11			High
3	Same as above.	Sep-11			High
4	Same as above.	Sep-11			High

MATHEMATICS (MTH)
Department and Course Level Assessment of Student Learning Results
2010-2011

MATHEMATICS

Mathematics Department Mission Statement

The mission of the Mathematics Department is to support students in learning those numerical skills and analytical abilities that will enable them to solve the problems that they will encounter in both their career responsibilities and future academic pursuits.

Total % of Students Meeting Department Goals Through Combined Course Results
Benchmark 70%

Mathematics Department Goals		All MTH Courses	All Dev Ed MTH Courses	MTH 040	MTH 045	MTH 050	MTH 055	MTH 070
1	Use correct terminology and conventional notation.	53.6%	49.4%	not assessed	not assessed	49.6%	46.9%	not assessed
2	Perform mathematical operations in correct order.	56.9%	53.8%	57.6%	60.0%	49.6%	46.9%	55.7%
3	Solve Equations.	57.5%	54.6%	57.6%	60.0%	50.3%	46.9%	56.9%
4	Construct and interpret graphs.	57.4%	47.7%	not assessed	not assessed	47.6%	48.7%	not assessed
5	Solve application problems at an appropriate level.	55.3%	50.4%	55.1%	40.0%	45.5%	46.9%	58.8%

Mathematics Department Goals (continued)		All MTH Courses	All College Level MTH Courses	MTH 105	MTH 110	MTH 125	MTH 128	MTH 130
1	Use correct terminology and conventional notation.	53.6%	59.3%	not assessed	not assessed	not assessed	not assessed	59.3%
2	Perform mathematical operations in correct order.	56.9%	61.9%	64.4%	62.0%	79.3%	71.1%	56.3%
3	Solve Equations.	57.5%	62.2%	not assessed	61.9%	78.8%	67.6%	59.7%
4	Construct and interpret graphs.	57.4%	59.7%	not assessed	59.2%	71.9%	69.2%	59.3%
5	Solve application problems at an appropriate level.	55.3%	62.1%	64.4%	59.2%	80.0%	67.5%	52.9%

Total % of Students Meeting Course Objectives
Benchmark 70%

Course Objectives - MTH 040 FA 10		% meeting course objective
1	Perform arithmetic operations and solve simple equations with whole numbers.	72.6%
2	Perform arithmetic operations and solve simple equations with integers.	47.9%
3	Perform arithmetic operations and solve simple equations and applications with rational numbers.	47.8%
4	Perform arithmetic operations and solve simple equations and applications with decimals.	61.5%
5	Solve equations involving percents; convert between percents, decimals, and fractions; and find the area of common geometric figures.	56.4%

Action Plan MTH 040					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
All	Three of the 5 objectives (1, 3, & 4) had improved results from fall 2009. The course objectives and how the course is offered will change in the fall of 2010 as part of the changes in developmental education.				

Course Objectives - MTH 045 FA 10		% meeting course objective
1	Perform operations and solve simple linear equations with integers.	80.0%
2	Perform operations and solve simple linear equations with rational numbers and decimals.	60.0%
3	Perform conversions among fractions, decimals, and percents; solve percentage equations; find the area of common geometric figures.	40.0%

Action Plan MTH 045					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
All	Only one section contributed to the data for the course, so the sample is really too small to evaluate. The course will not be offered in fall 2011 as part of the changes in developmental education.				

Course Objectives - MTH 050 SP 11		% meeting course objective
1	Solve linear equations and inequalities.	59.4%
2	Analyze and graph linear equations in two variables.	47.6%
3	Solve systems of linear equations in two variables and perform operations with integer exponents and polynomials.	44.7%
4	Factor polynomials and solve quadratic equations by factoring.	43.9%

Action Plan MTH 050					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
	No actions proposed				

Course Objectives - MTH 055 SP 11		% meeting course objective
1	Solve linear equations and inequalities and analyze and graph linear equations in two variables.	48.7%
2	Solve systems of linear equations in two variables and perform operations with integer exponents and polynomials.	53.5%
3	Factor polynomials and solve quadratic equations by factoring.	37.5%

Action Plan MTH 055					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
	No actions proposed				

Course Objectives - MTH 070 FA 10		% meeting course objective
1	Perform operations and solve applications with whole numbers, rational numbers, and decimals.	59.4%
2	Perform operations and solve applications with integers and metric measures.	60.9%
3	Simplify algebraic expressions and solve linear equations.	51.3%
4	Solve applications involving common geometric figures and determine basic trigonometric ratios.	54.8%

Action Plan MTH 070					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
All	This was the first semester this course was assessed using this assessment technique. The department will continue to review the content for each of the objectives.				

Course Objectives - MTH 105 SP 11		% meeting course objective
1	Solve applications involving percents and invoice terminology.	56.3%
2	Solve applications involving mark-up, payroll, and simple interest.	60.8%
3	Solve applications involving the concept of "Time-Value-of-Money".	77.5%
4	Solve applications involving home ownership, depreciation, and inventory.	66.2%

Action Plan MTH 105					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
	No actions proposed				

Course Objectives - MTH 110 FA 10		% meeting course objective
1	Combine and simplify rational expressions and solve rational equations.	65.5%
2	Analyze introductory properties of functions and solve equations and inequalities with absolute value.	61.8%
3	Combine and simplify radical expressions and solve radical equations.	63.1%
4	Analyze quadratic functions and apply completing the square to equations and circles.	56.2%

Action Plan MTH110					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
All	There was not significant changes to the results for any of the objectives from fall 2009. Even though MTH 110 is not a developmental course, the course objectives will undergo some changes as part of the changes in developmental education.				

Course Objectives - MTH 125 SP 11		% meeting course objective
1	Solve applications involving common three-dimensional geometric figures.	83.3%
2	Solve linear equations, proportions, and analyze and graph linear equations in two variables.	71.9%
3	Factor algebraic expressions and solve quadratic equations.	82.5%
4	Solve applications involving both right and oblique triangles using trigonometry.	82.5%

Action Plan MTH 125					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
	No Actions Proposed				

Course Objectives - MTH 128 FA 10		% meeting course objective
1	Perform operations on sets and apply various counting principles to solve problems.	71.1%
2	Solve problems involving classical probability theory, the binomial probability distribution, and the expected value of a discrete random variable.	61.6%
3	Use graphical and numerical measures to describe sets of data and solve problems involving a normal probability distribution.	69.2%
4	Solve problems involving concepts of trigonometry.	67.6%

Action Plan MTH 128					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
All	This was the first semester this course was assessed using this assessment technique. The department was generally pleased with the results of all objectives. Objective 2 had the lowest percent meeting the objective, so we will continue to review the content in that area.				

Course Objectives - MTH 130 SP 10		% meeting course objective
1	Analyze basic functions and their graphs.	59.3%
2	Analyze and graph exponential and logarithmic functions and solve exponential and logarithmic equations.	52.9%
3	Analyze and graph polynomial and rational functions.	66.7%
4	Graph conic sections and analyze their equations.	58.7%

Action Plan MTH 130					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
	No actions proposed				

PHYSICAL SCIENCES (CHM, PHY)
Department and Course Level Assessment of Student Learning Results
2010-2011

Physical Science

Physical Sciences Department Mission Statement

The mission of the Physical Science Department at Ozarks Technical Community College is to enable students to develop an understanding of the principles and laboratory procedures in the physical sciences. These courses foster the ability of the student to apply the methods of scientific inquiry. After completion of the required course sequence at OTC, students should have developed an understanding of physical matter and forces in our universe.

Total % of Students Meeting Department Goals Through Combined Course Results
Benchmark 70%

<i>Chemistry Department Goals</i>		<i>ALL CHM COURSES</i>	<i>CHM 101</i>	<i>CHM 111</i>	<i>CHM 112</i>	<i>CHM 200</i>
1	Use and describe how the scientific method is used in problem solving.	86.6%	88.2%	83.6%	95.6%	not assessed
2	Evaluate scientific evidence.	88.0%	93.9%	83.3%	100.0%	91.3%
3	Apply the atomic model to explain physical and chemical properties of matter and its changes.	88.0%	91.0%	81.5%	82.3%	86.9%
4	Describe the current theories on the origin of the elements.	81.5%	not assessed	81.5%	not assessed	not assessed

**Total % of Students Meeting Course Objectives
Benchmark 70%**

Course Objectives - CHM 101 FA 10		% meeting course objectives
1	Use the Scientific Method to describe the synthesis of elements and their properties.	88.0%
2	Demonstrate a knowledge of chemical bonding in a system in terms of its electrical stability.	97.4%
3	Demonstrate an understanding of chemical nomenclature.	97.3%
4	Use mathematical approaches in problem solving of simple stoichiometric relationships.	87.1%
5	Apply and use mathematical models to solve gas law problems.	86.0%
6	Demonstrate an understanding of properties of solutions, acids, and bases.	81.9%
7	Demonstrate an understanding of basic organic nomenclature.	89.6%
8	Explain how the chemical structure affects the functions of carbohydrates, lipids, proteins and enzymes.	86.9%
9	Evaluate current scientific theories and conclusions for validity.	89.7%
10	Acquire, categorize, and organize data in graphical and/or outline form.	92.2%
11	Review, evaluate and analyze quantitative data.	94.2%
12	Assess validity of laboratory data.	94.7%
13	Analyze and defend a hypothesis through the application of the scientific method.	90.5%

Action Plan CHM 101					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
	No actions proposed.				

Course Objectives - CHM 111 FA 10		% meeting course objectives
1	Demonstrate knowledge of atomic theory, periodicity, chemical structure, and chemical bonding.	81.5%
2	Calculate stoichiometry problems.	80.3%
3	Propose the driving force of a reaction in aqueous solution and analyze its stoichiometric relationship.	80.1%
4	Demonstrate an understanding of properties of solutions, liquids and solids as related to intermolecular and intramolecular chemical bonding.	81.5%
5	Evaluate and calculate relationships among the variables of gases, i.e. volume, temperature, pressure and the amount of gas, through the use of various gas laws.	96.1%
6	Analyze and apply thermochemical concepts.	79.6%
7	Evaluate current scientific theories and conclusions for validity.	97.6%
8	Acquire, categorize, and organize data in graphical and/or outline form.	83.2%
9	Review, evaluate, and analyze quantitative data.	81.4%
10	Assess validity of laboratory data through data manipulation and statistical analysis.	93.1%
11	Analyze and evaluate a hypothesis through the application of the scientific method.	94.0%

Action Plan CHM 111					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
	No actions proposed.				

Course Objectives - CHM 112 SP 11		% meeting course objectives
1	Determine the extent of a reaction and its equilibrium position based on the calculation of the equilibrium constant for a chemical system.	82.9%
2	Describe properties of acids, bases, salts, titrations and buffer systems as well as calculate the pH of each.	81.1%
3	Calculate the position of equilibrium of slightly soluble ionic compounds by utilizing the solubility product constant.	84.2%
4	Identify unknown cations using selective precipitation in qualitative analysis.	93.4%
5	Evaluate when reactions will occur spontaneously based on free energy calculations.	83.3%
6	Identify the parts of an electrochemical cell, the direction of electron flow, and the voltage produced.	80.6%
7	Extrapolate the relationship between electrical energy (E), thermochemical energy (G), and the position of equilibrium (K) in a reaction.	81.9%
8	Calculate the rate of a chemical reaction, its activation energy and state its application to chemical systems.	83.1%
9	Evaluate current scientific theories and conclusions for validity.	100.0%
10	Acquire, categorize and organize data in graphical and/or outline form.	100.0%
11	Review, analyze, and assess validity of laboratory data through statistical analysis.	100.0%

Action Plan CHM 112					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
	No Action Plans Needed. All Objectives met.				

Course Objectives - CHM 200 SP 11		% meeting course objectives
1	Demonstrate an understanding of organic nomenclature.	97.1%
2	Classify the types of molecular structure and bonding, including stereochemistry.	88.2%
3	Identify major organic functional groups and their physical and chemical characteristics.	88.2%
4	Classify major organic reaction types.	70.6%
5	Apply simple organic mechanistic principles.	88.2%
6	Demonstrate an understanding of elementary biochemistry.	97.1%
7	Demonstrate familiarity with the concepts of chromatography, infrared, nuclear magnetic resonance, and mass spectroscopy.	79.4%
8	Demonstrate proper organic lab techniques and safety.	83.3%
9	Discuss melting and boiling characteristics of substances.	91.7%
10	Use chromatograms and infrared spectra to distinguish between compounds.	97.1%
11	Calculate percent recovery and percent yield.	85.7%

Action Plan CHM 200					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
4	Review content delivery: Tailor delivery toward greater effectiveness for the more challenged students in the class.	Jun-11	none	none	
7	Review content delivery: Tailor delivery toward greater effectiveness for the more challenged students in the class.	Jun-11	none	none	

Physics

Total % of Students Meeting Department Goals Through Combined Course Results Benchmark 70%

<i>Physics Department Goals</i>		<i>All PHY Courses</i>	<i>PHY 100</i>	<i>PHY 101</i>	<i>PHY 105</i>	<i>PHY 120</i>
1	Apply the atomic models of matter in the explanation of physical properties and the changes that substances undergo.	79.4%	74.1%	87.4%	83.8%	88.1%
2	Evaluate the processes involved in the formation of the earth and universe.	77.0%	76.3%	81.6%	not assessed	not assessed
3	Describe the motion of objects and analyze the effects of forces on the motion of objects.	78.0%	69.0%	95.8%	77.9%	84.1%
4	Describe simple harmonic motion and wave motion.	81.1%	77.0%	93.0%	72.5%	90.9%
5	State the basic conservation laws in physics and apply them in the analysis of physical changes or interactions.	79.1%	74.1%	87.7%	75.7%	83.6%

<i>Physics Department Goals</i>		<i>All PHY Courses</i>	<i>PHY 130</i>	<i>PHY 140</i>	<i>PHY 220</i>	<i>PHY 222</i>
1	Apply the atomic models of matter in the explanation of physical properties and the changes that substances undergo.	79.4%	93.1%	72.5%	75.0%	75.0%
2	Evaluate the processes involved in the formation of the earth and universe.	77.0%	not assessed	not assessed	not assessed	not assessed
3	Describe the motion of objects and analyze the effects of forces on the motion of objects.	78.0%	90.9%	94.5%	70.6%	not assessed
4	Describe simple harmonic motion and wave motion.	81.1%	100.0%	75.0%	72.7%	20.0%
5	State the basic conservation laws in physics and apply them in the analysis of physical changes or interactions.	79.1%	83.3%	87.0%	70.1%	83.3%

Total % of Students Meeting Course Objectives
Benchmark 70%

Course Objectives - PHY 100 FA 10		% meeting course objective
1	Explain how classical mechanics and gravitation govern the motions of astronomical objects.	76.4%
2	Determine properties of stars such as the temperature, composition, mass and distance using optical techniques.	79.2%
3	State the rules that govern the structure and dynamics of planets, and give descriptions of the planets in our solar system.	69.8%
4	State the rules that govern the structure and dynamics of stars, and explain how they evolve.	77.0%
5	State the rules that govern the structure and dynamics of galaxies and explain how they are born and evolve.	61.9%
6	Describe matter in terms of its atomic, nuclear, and high energy constituents.	75.6%
7	Describe how classical mechanics differs from quantum and relativistic mechanics.	63.9%
8	Explain the origin of the planets and the universe.	82.9%

Action Plan PHY 100					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
	No actions proposed.				

Course Objectives - PHY 101 FA 100		% meeting course objective
1	Identify the steps in the scientific method and apply it to a problem.	100.0%
2	Identify and apply the laws of motion.	94.7%
3	Explain phase changes in terms of energy.	89.5%
4	Distinguish between wave motions for light and sound.	93.0%
5	Discuss the basic principles of electricity and magnetism as well as identify the forces produced in each.	87.7%
6	Identify the structure of atoms and their organization on the periodic table.	89.5%
7	Write, balance and explain the reactions of chemicals.	84.2%
8	Identify various types of rocks and minerals and explain their formation.	84.2%
9	Explain how the Earth is continually changing, i.e. plate tectonics, hydrological cycle, cave formation, driving forces of weather.	78.9%
10	Identify and describe the components of our solar system.	94.7%
11	Explain the structure and movement of the stars and galaxies.	100.0%
12	Develop and present projects and activities which will demonstrate an understanding of the concepts of the course which can be used in future teaching endeavors.	100.0%

Action Plan PHY 101					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
	No changes needed at this time.				

Course Objectives - PHY 105 SP 10		% meeting course objective
1	Describe the motions of objects.	79.6%
2	Predict the motions of objects using the concept of force.	78.5%
3	Apply the concepts of momentum and energy to physical systems.	75.7%
4	Apply the concepts of waves to mechanical and optical systems.	72.5%
5	State the structure and function of the atom and the nucleus.	80.7%
6	State and apply the fundamental forces of the nature to physical systems.	64.2%
7	State some properties of matter.	86.6%

Action Plan PHY 105					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
	No actions proposed.				

Course Objectives - PHY 120 FA 09		% meeting course objective
1	Describe the motions of objects linearly and rotationally.	90.9%
2	Explain how the motions of objects can be predicted using the concepts of force, momentum, or energy.	90.9%
3	Explain how mechanics is altered in moving coordinate systems and for systems of particles.	72.7%
4	Explain the concept of a central force.	81.8%
5	State the thermal and mechanical properties of solids, liquids, gases, and plasmas.	81.8%
6	Describe the properties of harmonic motion and waves.	90.9%
7	When given a physical problem identify what is given and what is to be found, represent the problem mathematically, and then solve it.	100.0%
8	Assess how human choices about technology and energy affect the environment.	not assessed
9	Demonstrate their ability to correctly use laboratory equipment to measure physical quantities such as distance, time, and force.	90.9%
10	Demonstrate their ability to correctly use laboratory equipment to measure physical quantities such as pressure and temperature.	63.6%
11	Demonstrate their ability to make a prediction about a physical system, model it, collect data about it, organize that data in the form of graphs and charts, and then interpret the validity of that data.	100.0%

Action Plan PHY 120					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
8	This objective was not measured -- this was flagged last time from removal from the list.				

Course Objectives - PHY 130 SP 11		% meeting course objective
1	Calculate the forces between static charges and the electric field of basic static charge distributions.	85.7%
2	Specify the relationships among the quantities of electric force, electric potential and electric field.	87.5%
3	Compute the motion of free charges subject to electrostatic fields and potentials.	100.0%
4	Use atomic structure to explain the macroscopic electrical and magnetic properties of materials and the changes in these properties.	84.6%
5	Explain the purpose and function of the three passive circuit elements: resistors, capacitors and inductors. Calculate the changes in the values of circuit impedances given changes in the physical characteristics of the device.	100.0%
6	Use Ohm's Law and Kirchoff's Laws to solve for unknown currents and voltages in resistive DC circuits.	100.0%
7	Explain how magnetic fields are produced. Calculate the effects of magnetic fields on moving charges. Calculate voltages and currents induced in circuits by changing magnetic fields.	93.8%
8	Explain the purpose and underlying mechanism for the function of a transformer.	75.0%
9	State and apply the basic principles governing electromagnetic (EM) wave propagation. Apply technical descriptors of EM waves to explain various EM wave phenomena.	100.0%
10	Discuss how human choices about technology and energy affect the environment.	85.7%

Action Plan PHY 130					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
	No actions proposed.				

Course Objectives - PHY 140 FA 10		% meeting course objective
1	Describe the motions of objects.	100.0%
2	Predict the motions of objects using the concept of force.	97.2%
3	Apply the concepts of momentum and energy to physical systems.	87.0%
4	Apply the concepts of waves to mechanical and optical systems.	75.0%
5	State the structure and function of the atom and the nucleus.	58.5%
6	State and apply the fundamental forces of the nature to physical systems.	95.5%
7	State some properties of matter.	92.1%

Action Plan PHY 140					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
	No actions proposed.				

Course Objectives - PHY 220 FA 09		% meeting course objective
1	Analyze the forces acting on individual objects that are a part of larger physical systems.	75.0%
2	Analyze the forces present in a physical system that is in static equilibrium.	53.8%
3	Analyze the translational and rotational motions of objects.	62.5%
4	Use the concepts of energy and momentum to analyze interactions in physical systems.	69.2%
5	Apply the understanding of gravitational fields to solve mechanics problems.	76.9%
6	Describe simple harmonic motion and wave motion.	72.7%
7	Apply the properties of the mechanics of fluids.	83.3%
8	Use the concepts of heat transfer and thermodynamics to explain energy exchange between objects in a thermal system and predict other physical effects of said energy exchange.	50.0%
9	Demonstrate the ability to correctly measure physical quantities using devices such as rulers, stopwatches, balances, and thermometers.	83.3%
10	Demonstrate the ability to analyze and interpret measured physical quantities such as distance, time, force, pressure and temperature.	70.0%
11	Demonstrate the ability to compare predictions about a physical system to experimental observations.	80.0%

Action Plan PHY 220					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
2	Objective Needs to be assessed at least three times: Once in lab, once on unit exam and once on the final exam. Will be incorporated in a laboratory exercise going forward.	Spring 2011	none	none	High
3	Objective needs to be assessed in lab and lecture. Sometimes this topic does not get the amount of time needed. Will integrate into unit on Energy. Need to schedule time in lecture and stick to the plan.	Spring 2011	none	none	High
8	I give students choices on applications in kinematics problems -- I need to make sure that on one of two unit exams that a rotational dynamics is obligatory so that it is assessed at least on 2 occasions.	Spring 2011	none	none	High

Course Objectives - PHY 222 SP 10		% meeting course objective
1	Know the principles governing the behavior of charge in different materials under various physical conditions.	83.3%
2	Apply the laws of Coulomb and Gauss to the calculation of electric fields and electric potentials about static distributions of charge.	66.7%
3	Calculate capacitance using electrostatic theory. Understand the physical basis of resistance and Ohm's law.	50.0%
4	Analyze basic DC electrical circuits.	100.0%
5	Understand that electric currents induce magnetic fields and be able to calculate magnetic fields produced by various current distributions.	100.0%
6	Understand the concept of circuit impedance and utilize it to analyze basic AC circuits.	100.0%
7	Interpret Maxwell's equations. Apply these equations to the analysis of EM field problems.	83.3%
8	Apply Maxwell's equation to the free space propagation of EM waves.	83.3%
9	Apply the principles of geometric optics to reflection, refraction and the operation of lenses.	100.0%
10	Explain the physical optics concepts of interference, refraction and diffraction.	20.0%
11	Explain how human choices about technology and energy affect the environment.	not assessed
12	Demonstrate the ability to correctly measure electrical and magnetic quantities using devices such as multimeters, oscilloscopes, photodetectors, and galvanometers.	100.0%
13	Demonstrate the ability to analyze and interpret measured quantities such as current, voltage, resistance and radiation intensity.	100.0%
14	Demonstrate the ability to compare predictions about a physical system to experimental observations.	33.3%
15	Understand and apply the principles of modeling and abstraction to real physical situations.	not assessed

Action Plan PHY 222					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
2	More graded HW assignments on the topic before Unit Exam.	Fall 2011	n/a		Low
3	More graded HW assigns on the topic before Unit Exam including topic. More "chances" for students to demonstrate understanding on the unit exams.	Fall 2011	n/a		Low
10	More HW as well as more basic graded HW assigns on the topic before Unit Exam.	Fall 2011	n/a		Low
14	Better written directions for both labs used to measure this objective.	Fall 2011	n/a		Low
	NOTE: I am going to delete Objectives 8, 11 and rewrite #7 to include 8. We don't need 11 as it is in the other basic physical science courses.				

SOCIAL SCIENCES (GRY, HST, PLS, ANT, SOC)
Department and Course Level Assessment of Student Learning Results
2010-2011

Social Sciences Department Mission Statement

The primary mission of the Social Science Department at Ozarks Technical Community College is to develop and increase the students' abilities to retain, analyze, and apply principles to higher academic learning and/or career situations. Successes in the Social Science Department hinges on the ability of the student to think, read, and write in a logical manner. After mastery of these abilities, it is crucial synthesise and apply learned principles by the use of critical thinking strategies.

History/Geography

Total % of Students Meeting Department Goals Through Combined Course Results
Benchmark 70%

<i>History/Geography Department Goals</i>		<i>All GRY/HST Courses</i>	<i>GRY 101</i>	<i>HST 120</i>	<i>HST 130</i>
1	Read and interpret historical sources and provide the resources for students to independently locate and evaluate such sources.	66.7%	not assessed	68.5%	64.3%
2	Critically evaluate historical argument.	not assessed	not assessed	not assessed	not assessed
3	Apply knowledge and understanding of historical developments to recognize how past events shaped the present.	70.4%	not assessed	70.9%	69.6%
4	Acquire knowledge of the diversity of human experiences rhat have shaped the world and the United States.	63.7%	61.4%	not assessed	64.5%
5	Introduce students to the elements of geography of various regions of the world.	66.7%	66.7%	not assessed	not assessed
6	Demonstrate why and how geography plays an important role in the economic, political, and social development of the regions studied.	64.7%	64.7%	not assessed	not assessed
7	Demonstrate factual and conceptual knowledge of historic events and/or geographical concepts.	not assessed	not assessed	not assessed	not assessed

Total % of Students Meeting Course Objectives
Benchmark 70%

Course Objectives - GRY 101 SP 11		% meeting course objective
1	Describe the impact of globalization on cultures, development, identity, and attitudes of the people living in each region.	58.9%
2	Discuss how people in the world are affected by, and respond to economic, social and political processes.	63.8%
3	Demonstrate the ability to analyze maps and spatial thinking skills.	81.2%
4	Classify and explain each region's environmental geography	72.8%

Action Plan GRY 101					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
1	Review course content to determine if this objective is being adequately covered and how the material is covered. Also review the assessment tool.	Fall, 2011			High Priority
2	Review course content to determine if this objective is being adequately covered and how the material is covered. Also review the assessment tool.	Fall 2011			High Priority

Course Objectives - HST 120 FA 10		% meeting course objective
1	Explain the reasons for European colonization and the clash of cultures between the Native Americans and the early settlers.	68.9%
2	Trace the European colonization of North America.	63.3%
3	Compare and contrast the northern and southern colonies .	71.6%
4	Outline the causes of the Revolutionary War.	67.7%
5	Explain the major concepts of the Declaration of Independence, Articles of Confederation, and the Constitution and the problems the founding fathers faced.	64.9%
6	Describe the effects of the westward movement of the 19th century.	79.0%
7	Describe the impact of the industrial revolution and market economy on American society.	64.2%
8	Explain the rise and fall of the political parties before the Civil War.	77.4%
9	Explain the impact of slavery on American society from the colonial period until Reconstruction.	63.9%
10	Identify the causes of the American Civil War, major military campaigns, and the immediate results of the war.	64.3%

Action Plan HST 120					
#	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
1	One question needs to be revised	Jan-11	none	none	high
7	One question needs to be revised	Jan-11	none	none	high

Course Objectives - HST 130 SP 11		% meeting course objective
1	Outline the phases of Reconstruction and the major changes to the constitutions of the United States and Missouri.	59.3%
2	Analyze the impact of westward expansion to the Pacific.	64.7%
3	Describe the effect of Big Business, organized labor and immigration on American society.	74.1%
4	Explain the United States' involvement in international affairs from imperialism through World War I.	52.2%
5	Compare and contrast the Populist and Progressive movements .	52.3%
6	Explain the events leading to the Great Depression and the policies of the New Deal.	65.8%
7	Trace the events leading up to World War II and the U.S. response.	65.8%
8	Evaluate the reform movements from World War II to the present.	72.2%
9	Assess the impact of conservatism on American society and politics since World War II.	59.1%
10	Explain America's role in international affairs from 1945 to the present.	77.5%

Action Plan HST 130					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
	No actions proposed				

Political Science

Total % of Students Meeting Department Goals Through Combined Course Results Benchmark 70%

<i>Political Science Department Goals</i>		<i>All PLS Courses</i>	<i>PLS 101</i>	<i>PLS 102</i>
1	Investigate the political science field of study, and its subfields, to include constitutional government, Missouri government, political institutions, public law, public policy, and international relations.	75.9%	75.8%	96.4%
2	Critically think to seek answers and solve problems related to government, current events, and the political processes.	75.7%	75.6%	96.4%
3	Analyze the value of citizen participation in all types of political systems.	74.7%	74.6%	96.4%
4	Demonstrate knowledge of various political ideologies and continue to develop a personal political philosophy.	79.0%	78.9%	95.5%

Total % of Students Meeting Course Objectives
Benchmark 70%

Course Objectives - PLS 101 FA 10		% meeting course objective
1	Describe the influence of the United States Constitution on America's political, social, and economic systems.	75.0%
2	Describe the workings of the American governmental system and the role of local, state and national government in our political system.	68.3%
3	Identify the powers and functions of the legislative, executive, and judicial branches of the constitutions of the United States and Missouri.	86.8%
4	Describe the political process as it relates to campaigns, elections, political participation, and the role of the individual voter in a representative democracy.	83.3%
5	Explain the system of federalism and the relationship between the national and state level governments, including the impact each has on citizens.	73.4%
6	Recognize the role played by political parties and interest groups in the political process.	75.5%
7	Describe the economic system in the United States and the role of government in that system.	73.2%
8	Describe the policy formulation process in the United States and the various types of policy outcomes including the domestic and foreign policy realms.	71.0%
9	Explain the evolution of individual rights and liberties in U.S. History and the changing dynamics associated with the global arena.	75.7%

Action Plan PLS 101					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
	No actions proposed.				

Course Objectives - PLS 102 SP 11		% meeting course objective
1	Compare and contrast the Missouri Constitution and the United States Constitution.	100.0%
2	Describe the Act of Admission of the State of Missouri and the Missouri Compromise.	95.5%
3	Discuss the process by which a proposal becomes a law.	95.5%
4	Discuss the manner and procedure in which the Constitution of Missouri may be amended.	95.5%
5	Identify the sources of revenue of the State of Missouri.	86.4%
6	Identify the offices responsible for governing the State of Missouri.	100.0%

Action Plan PLS 102					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
	Did not see that the level of student learning was hindered. No need to modify the assessment tool.	none	N/A	N/A	

Sociology and Anthropology

Total % of Students Meeting Department Goals Through Combined Course Results Benchmark 70%

<i>Sociology and Anthropology Department Goals</i>		<i>All SOC/ANT Courses</i>	<i>ANT 101</i>	<i>SOC 101</i>
1	Provide information that allows students to develop an understanding of themselves and the world around them.	82.6%	82.6%	not assessed
2	Provide students with the scientific tools to discover and explain social influences on human behavior and social systems.	81.1%	81.1%	not assessed
3	Demonstrate the cultural and social complexities of a diverse world.	92.0%	89.8%	92.3%
4	Provide information on social institutions, structure and processes.	78.8%	81.1%	77.8%
5	Develop and communicate hypothetical explanations for human behavior.	83.5%	82.1%	83.8%
6	Demonstrate the interconnectedness of people and places around the globe.	82.7%	not assessed	82.7%

Total % of Students Meeting Course Objectives
Benchmark 70%

Course Objectives - ANT 101 FA 10		% meeting course objective
1	Identify the basic terminology of Anthropology.	82.4%
2	Apply the methods of Anthropology using history as context.	89.8%
3	Describe the derivation of the human race and culture.	82.1%
4	Differentiate the reasons for the diffusion of cultural differences.	79.8%
5	Describe and analytically compare social, cultural and historical settings and processes other than one's own.	86.7%
6	Develop and communicate hypothetical explanations for individual human behavior within the large-scale historical and social context.	74.8%
7	Compare and contrast historical and cultural belief systems and ethical systems.	74.5%

Action Plan ANT 101					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
	All seven course objectives were met above the 70% requirement. No actions taken.				

Course Objectives - SOC 101 SP 11		% meeting course objective
1	Understand basic social research methods and designs and their application.	77.8%
2	Identify the emphasis of functionalist, conflict and symbolic interactionist perspectives of sociology.	83.0%
3	Explain the similarities and differences in the way groups, societies and cultures meet human needs through social institutions and social structures.	83.7%
4	Describe the influence of religious beliefs, laws, peer relations and other social constructs on people, social events and culture.	79.8%
5	Develop an understanding of the rights and responsibilities of individuals relative to their social groups.	92.3%
6	Discuss international conflict, cooperation, interdependence and universal human rights from a macro and microsociological perspective.	79.2%

Action Plan SOC 101					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
	All seven course objectives were met above the 70% requirement. Will Review some of the assessment questions.	Fall 2011			High Priority

**DIVISION LEVEL
TECHNICAL EDUCATION
ASSESSMENT OF STUDENT LEARNING RESULTS
2010-2011**

**Total % of Students Meeting Division Outcomes by Program
Benchmark 70%**

<i>Technical Education Division Outcomes</i>		<i>All Division Courses</i>	<i>CIS Courses</i>	<i>EMP Courses</i>	<i>NET Courses</i>	<i>CST Courses</i>	<i>FST Courses</i>	<i>GDT Courses</i>
1	Written Communication	86.4%	83.7%	96.0%	84.5%	86.9%	not assessed	92.2%
2	Oral Communication	85.5%	82.6%	96.2%	80.2%	86.8%	83.6%	92.2%
3	Critical Thinking	85.4%	81.7%	96.0%	93.1%	not assessed	83.4%	92.1%
4	Managing Information: Collect and analyze information related to their field of study.	84.5%	not assessed	97.5%	80.1%	86.8%	not assessed	not assessed
5	Technical Skills: Demonstrate competency in entry-level skills related to their career field.	85.8%	82.2%	not assessed	79.8%	87.0%	not assessed	91.5%
6	Employability Skills: Prepare students for employment in their career field.	83.0%	87.6%	not assessed	78.0%	87.0%	not assessed	not assessed

Technical Education Division Outcomes		All Division Courses	HRA Courses	ECD Courses	CUL Courses	HSM Courses	DDT Courses	ICA Courses
1	Written Communication	86.4%	not assessed	79.9%	not assessed	not assessed	88.4%	82.5%
2	Oral Communication	85.5%	90.5%	not assessed	82.3%	not assessed	90.2%	85.7%
3	Critical Thinking	85.4%	90.5%	90.0%	85.5%	75.4%	not assessed	84.9%
4	Managing Information: Collect and analyze information related to their field of study.	84.5%	not assessed	89.0%	80.9%	75.1%	not assessed	84.2%
5	Technical Skills: Demonstrate competency in entry-level skills related to their career field.	85.8%	90.6%	84.5%	#DIV/0!	#DIV/0!	88.3%	not assessed
6	Employability Skills: Prepare students for employment in their career field.	83.0%	89.6%	85.2%	83.6%	76.3%	not assessed	not assessed

Technical Education Division Outcomes		All Division Courses	MTT Courses	TLM Courses	WLD Courses	ABR Courses	AUM Courses	DSL Courses
1	Written Communication	86.4%	93.8%	not assessed	94.7%	100.0%	91.5%	88.2%
2	Oral Communication	85.5%	94.2%	91.6%	95.7%	94.3%	not assessed	not assessed
3	Critical Thinking	85.4%	94.1%	88.5%	95.9%	94.5%	88.1%	85.3%
4	Managing Information: Collect and analyze information related to their field of study.	84.5%	not assessed	91.6%	94.6%	94.3%	88.8%	81.1%
5	Technical Skills: Demonstrate competency in entry-level skills related to their career field.	85.8%	94.1%	not assessed	not assessed	not assessed	88.3%	86.3%
6	Employability Skills: Prepare students for employment in their career field.	83.0%	not assessed	91.0%	not assessed	not assessed	89.5%	90.6%

COMPUTERS AND NETWORKS DEPARTMENT

CIS, EMP, and NET

Program and Course Level Assessment of Student Learning Results

2010-2011

Computer Information Science Program

Computers and Networks Program Mission Statement

The mission of the Computer Information Technology program at Ozarks Technical Community College is to provide students with the essential knowledge and skills to develop computer applications within the business environment of local industries using current programming languages, database programming, and other development tools necessary in today's workplace. This program uses as a guide the competencies outlined by the National Business Education Association, as well as various industry certification standards, such as those developed by Microsoft Corporation.

Total % of Students Meeting Program Goals Through Combined Course Results Benchmark 70%

<i>Computers and Networks Program Goals</i>		<i>All CIS Courses</i>	<i>CIS 101</i>	<i>CIS 115</i>	<i>CIS 120</i>	<i>CIS 130</i>	<i>CIS 150</i>
1	Develop software solutions to common business problems using standard and technologically appropriate methods and practices.	81.3%	82.0%	not assessed	66.6%	89.5%	84.0%
2	Meet entry-level employment demands of various industries in our community with the skills they have acquired.	82.6%	83.5%	83.3%	77.5%	not assessed	86.2%
3	Use current software tools, packages, and suites to assist in the completion of typical business tasks.	81.7%	82.5%	83.4%	66.6%	89.5%	84.0%
4	Independently research problems using online, traditional, and other available resources.	87.5%	92.7%	80.6%	70.1%	not assessed	not assessed
5	Apply a variety of general business skills (including analytical, written, social, and communicative), in order to meet goals as an individual contributor or as a team member.	83.7%	83.5%	84.7%	not assessed	89.5%	84.0%
6	Function as a responsible, corporate citizen, applying ethical behaviors and having an awareness of how privacy, piracy, and computer security issues impact business and society.	87.6%	88.2%	88.2%	85.6%	83.3%	78.7%

Total % of Students Meeting Course Objectives
Benchmark 70%

Course Objectives CIS 101 FA 10		% meeting course objective			
1	Identify and discuss components of microcomputing systems and their interrelations including hardware and software and computer security issues.	88.2%			
2	Use reasoning, creative thinking, problem solving techniques, and microcomputer applications to solve organizational problems.	94.9%			
3	Create, manipulate and format word processing documents.	84.4%			
4	Write spreadsheet formulas and functions, develop charts and use spreadsheet tools to conduct basic what-if analysis of numerical data.	83.2%			
5	Use database tools to organize, maintain, and process information.	71.7%			
6	Use presentation software to present information and ideas.	84.6%			
7	Use the Internet as an effective resource of information.	91.4%			
8	Use tutorials, on-line help and information resources, and reference manuals to access information about microcomputer applications.	96.4%			
Action Plan CIS 101					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
5	Strengthen the seven Access Objects in curriculum. Modify Assessment tool by re-wording question #25 to promote clarification of question. Reinforce "Primary Key" definition and use in databases in curriculum.	Spring 2011 Curriculum, Fall 2011 Assessment			Medium

Course Objectives CIS 115 FA 10		% meeting course objective			
1	Identify the basic concepts and components of E-commerce (business models, revenue models, marketing strategies, payment systems).	82.2%			
2	Summarize electronic commerce strategies used to improve business-to-business commerce activities.	77.1%			
3	Identify and describe issues regarding Internet security and legal and copyright issues.	87.4%			
4	Identify commonly available authoring and application development tools.	83.4%			
5	Summarize the foundations of Web design, presentation, and effectiveness.	93.8%			
6	Describe the role of both intranet and extranet development and the benefits they provide to businesses.	86.1%			
7	Explain basic Internet architecture.	79.5%			
Action Plan CIS 115					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
2	The assessment tool for the essay portion was poorly done, particularly the grading rubric. A new rubric and/or assessment will be developed.	Fall 2011	None	None	High
7	The online sections seemed to have more difficulty with this than the seated classes. A review of Internet architecture will be prepared and integrated into the online sections.	Spring 2011	None	None	High

Course Objectives CIS 120 FA 10		% meeting course objective			
1	Identify the function of principle hardware components of a computing systems.	83.0%			
2	Explain the different types of memory and storage media.	88.0%			
3	Identify and utilize sources of information about technology.	83.9%			
4	Identify data types common to programming languages.	70.1%			
5	Create algorithms to solve problems involving sequence, selection, and repetition.	85.1%			
6	Explain hardware and software concepts.	73.6%			
7	Describe the concepts of class objects and object oriented programming.	72.5%			
8	Distinguish between a computer operating system and applications software.	70.3%			
9	Describe the types of threats to computer security.	85.6%			
10	Analyze a problem and construct a flowchart for the solution.	73.3%			
11	Demonstrate the correct syntax for a given programming language.	65.0%			
12	Explain the different types of networks and identify characteristics of each.	81.7%			
13	Develop a programming solution to a typical problem presented to the student.	46.3%			
Action Plan CIS 120					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
11,13	Since this is not a programming course, each instructor uses a different language. It is not feasible to assess these objectives using a multiple choice test. We will need to develop a common rubric that each instructor can use to assess these objectives. Then each instructor can conduct a hands-on test that will be graded using the common rubric.	Oct., 2011	The primary instructors, Troxell & Atwell, will develop the rubric.	\$0	High priority

Course Objectives CIS 130 SO 11		% meeting course objective			
1	Create and manipulate web pages using XHTML.	91.9%			
2	Using program design tools, develop web pages that utilize the concepts of navigation, layout and page accessibility.	91.7%			
3	Separate content from presentation utilizing cascading style sheets (CSS).	83.3%			
4	Identify and explain the concepts and terminology of web site development.	90.2%			
Action Plan CIS 130					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
	I am going to work with Mr. Butler to improve the content delivery of the lessons for this objective to increase learning since the outcome was right on our benchmark	SP12 when this course is offered again.	None	None	Low

Course Objectives CIS 150 SP 11		% meeting course objective
1	Identify, explain and apply the basic features and syntax of the C# programming language to write software.	82.9%
2	Enter, edit, document, save, compile, execute, debug and print C# programs using modern development tools.	72.0%
3	Identify and explain certain problem solving techniques for computer program design.	100.0%
4	Identify, explain and apply program design tools (e.g. flowcharts, pseudocode, etc) to program design.	81.7%
5	Apply techniques from above to analyze a task/problem statement and to create a program design.	90.2%
6	Using a program design, write structured computer programs using sequence, decision and repetition control structures.	87.8%
7	Create and manipulate data files using streams, arrays and elementary data structures.	74.4%
8	Identify and explain the concepts and terminology of object-oriented programming.	69.5%
9	Identify and explain Internet resources, reference manuals, textbooks, tutorials, on-line, and other reference material to resolve question on function or operation.	90.2%
10	Identify characteristics of other .NET programming languages.	93.9%

Action Plan CIS 150					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
2	Since this is a demonstration objective it would be best if we changed our method of assessment from a set of exam questions to a more hands-on assessment of the skill	Spring/2012	None	None	High
7	Since this is a demonstration objective it would be best if we changed our method of assessment from a set of exam questions to a more hands-on assessment of the skill	Spring/2012	None	None	High
8	I am going to work with Mr. May and Mr. Troxell to improve the content delivery of the lessons for this objective to increase learning since the outcome was very low.	Spring/2012	None	None	High
All	Some training is needed for instructors that are new to teaching this class to be sure that we are teaching all objectives.	Spring/2012	None	None	High

Electronic Media Production Program

Electronic Media Production Program Mission Statement

The mission of the Electronic Media Production program at Ozarks Technical Community College is to provide students with the necessary knowledge and skills to produce and operate in a variety of media environments within the industry. This includes television, radio, advertising, cable and the internet. To provide the necessary entry level skills needed to gain employment in the media environment through direction of an advisory committee. This guidance will constantly be used to update program needs keeping student's skills current with tomorrow's technology.

Total % of Students Meeting Program Goals Through Combined Course Results Benchmark 70%

<i>Electronic Media Production Program Goals</i>		<i>All EMP Courses</i>	<i>EMP 102</i>	<i>EMP 110</i>	<i>EMP 115</i>	<i>EMP 117</i>
1	To prepare students for entry-level employment in radio, television and other communication venues in Southwest Missouri.	96.0%	89.7%	96.6%	99.3%	96.4%
2	Practice safety through the proper handling of electrical equipment.	95.2%	86.9%	96.6%	98.7%	96.0%
3	Identify the careers available in the media production/transmission field.	97.7%	96.4%	not assessed	98.7%	95.6%
4	Develop respect for rules, regulations, laws, competent work habits, and ethical conduct.	96.0%	92.0%	95.4%	99.6%	97.1%
5	Exhibit practical decision making, problem solving, and leadership skills.	97.5%	93.8%	97.7%	99.5%	96.3%
6	Be familiar with terminology, skills, equipment, and media for specific job performance.	96.6%	not assessed	96.6%	not assessed	not assessed
7	Be able to perform duties associated with media production.	96.6%	not assessed	96.6%	not assessed	not assessed
8	Have a strong foundation for further training in the field of media production.	96.9%	not assessed	96.9%	not assessed	not assessed

**Total % of Students Meeting Course Objectives
Benchmark 70%**

Course Objectives EMP 101 FA 10		% meeting course
1	Demonstrate knowledge of electronic media history.	100.0%
2	Describe the legal, ethical and economic issues of electronic media.	85.7%
3	Demonstrate entry level skills in digital photography.	94.6%
4	Demonstrate entry level skills in video editing.	80.4%
5	Demonstrate entry level skills in audio recording.	92.9%
6	No objective listed on Course Assessment Spreadsheet.	87.5%

Action Plan EMP 101					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
	No actions proposed.				

Course Objectives EMP 110 SP 11		% meeting course objective
1	Demonstrate the ability to select, mount and properly use professional quality microphones.	96.9%
2	Demonstrate the ability to mix live music and voice-over performance.	95.4%
3	Prepare and record commercial messages and public service announcements.	96.9%
4	Demonstrate microphone performance skills.	95.4%
5	Demonstrate multi-layer audio post-production (recording).	98.5%

Action Plan EMP 110					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
	No action plan necessary.				

Course Objectives EMP 115 FA 10		% meeting course objective			
1	Identify studio design and equipment.	98.7%			
2	Operate pedestal mounted studio cameras.	98.7%			
3	Direct and switch studio video.	100.0%			
4	Demonstrate correct lighting design and mounting of fixtures for television.	100.0%			
5	Mix audio for studio television productions.	97.3%			
6	Demonstrate production skills required for television news production.	100.0%			
7	Write and produce television commercial messages.	97.3%			
8	Demonstrate techniques for lighting and videotaping interviews.	100.0%			
9	Post-produce video packages.	98.7%			
Action Plan EMP 115					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
	No actions proposed.				

Course Objectives EMP 117 SP 11		% meeting course objective			
1	Demonstrate the ability to develop video productions.	94.1%			
2	Demonstrate the use of camera technique.	95.6%			
3	Define various lens parameters and their effect on video production.	95.6%			
4	Demonstrate the proper use of camera mounts.	98.5%			
5	Demonstrate proper presentation techniques.	95.6%			
6	Demonstrate lighting technique for a given scene.	100.0%			
7	Demonstrate the operation of digital video editors.	94.1%			
8	Demonstrate video editing techniques.	98.5%			
9	Demonstrate microphone placement.	95.6%			
Action Plan EMP 117					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
	No action plan necessary.				

Networking Technology Program

Networking Technology Program Mission Statement

The mission of the Networking Technology program at Ozarks Technical Community College is to provide its students with relevant, timely, and functional education to maximize options in employability, professional growth, and career success in IT-related fields. Typical entry-level positions may include; computer repair, systems administration, communications media installation, customer support, and many other roles. The department’s advisory committee guides development of curriculum and competencies that ensure the Networking program’s ongoing relevance and value to graduates and employers.

Total % of Students Meeting Program Goals Through Combined Course Results Benchmark 70%

<i>Networking Technology Program Goals</i>		<i>All NET Courses</i>	<i>NET 160</i>	<i>NET 165</i>	<i>NET 175</i>	<i>NET 225</i>
1	Demonstrate a responsible, professional attitude in the role of solution provider.	93.3%	not assessed	not assessed	99.1%	92.7%
2	Be ethical, honest, and reliable.	91.4%	not assessed	not assessed	not assessed	91.4%
3	Apply knowledge in core networking concepts, and be familiar with advanced networking technologies.	80.2%	78.7%	80.0%	75.8%	92.7%
4	Employ effective verbal and written skills for interpersonal communication and documentation.	80.6%	not assessed	80.0%	79.7%	91.4%
5	Work reliably, both individually and as a team member.	85.7%	91.2%	80.0%	not assessed	92.7%
6	Identify core IT security practices, and analyze the latest IT security issues.	80.0%	78.6%	80.0%	99.1%	not assessed
7	Stay abreast with the latest trends in IT.	79.4%	82.6%	80.0%	74.1%	not assessed
8	Be willing and able to share knowledge as appropriate.	92.5%	not assessed	not assessed	99.1%	91.2%
9	Apply a functional grasp of planning and financial considerations for IT implementation and support.	80.1%	78.9%	not assessed	99.1%	96.6%
10	Pursue knowledge of the IT environment on both professional and personal levels.	78.0%	78.0%	not assessed	not assessed	not assessed

**Total % of Students Meeting Course Objectives
Benchmark 70%**

Course Objectives NET 160 FA 10		% meeting course objective			
1	Identify a PC's basic components and peripherals, and distinguish between a workstation and a server.	86.6%			
2	Describe the OSI Reference model by its layers, and by the functions occurring in each layer.	77.9%			
3	Describe the components and functions of major operating systems.	76.9%			
4	Compare and contrast peer-to-peer and client/server network operating systems and topologies.	84.1%			
5	Explain the IEEE local area network standards in the 802 series by topology, speed, and media type.	70.7%			
6	Describe network hardware devices by function and corresponding OSI model layer.	73.6%			
7	Distinguish between LAN, MAN, and WAN topologies, and explain implementations for each.	81.2%			
8	Demonstrate a working knowledge of network protocols.	76.7%			
9	Compare and contrast various recent Microsoft operating systems.	91.3%			
10	Demonstrate a basic understanding of the Linux operating system.	79.7%			
11	Develop and demonstrate written and verbal communication skills.	91.2%			
Action Plan NET 160					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
	No actions proposed.				

Course Objectives NET 165 FA 10		% meeting course objective			
1	Explain the relationships between main computer components such as the power supply, the motherboard and its components, CPU, memory, bootable devices and bus systems.	80.9%			
2	Classify computer peripherals by function, type of interface, input or output, whether attached to internal busses or external connections, including printers and display devices.	83.4%			
3	Install, configure and optimize laptop components and features.	75.4%			
4	Given a scenario, detect problems, troubleshoot and repair/replace personal computer components using appropriate troubleshooting theory.	69.5%			
5	Compare and contrast the different Windows Operating Systems and their features including the boot sequence, methods, startup utilities and use the appropriate commands and options to troubleshoot and resolve problems.	94.7%			
6	Explain the process and steps to install and configure the Windows OS including Windows XP Professional, XP Home, XP MediaCenter, Windows Vista Home, Home Premium, Business and Ultimate.	75.6%			
7	Summarize the basics of networking fundamentals, including technologies, devices, protocols and troubleshoot client-side connectivity issues using appropriate tools.	85.3%			
8	Install and configure a small office home office (SOHO) network using wired and secured, wireless connections and use the appropriate commands and options to troubleshoot and resolve problems.	81.6%			
9	Explain the basics principles of security concepts and technologies and the prevention, troubleshooting and removal of viruses and malware.	84.6%			
10	Implement security in hardware and software configuration and troubleshoot common issues.	84.8%			
11	Outline the purpose of appropriate safety and environmental procedures and given a scenario apply them.	88.8%			
12	Given a scenario, demonstrate the appropriate use of communication skills and professionalism in the workplace.	73.3%			
Action Plan NET 165					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
4	Put added emphasis on the troubleshooting process. Provide additional and/or improved lab exercises that give students practice in troubleshooting.	January, 2011	None.	None.	High

Course Objectives NET 175 SP 11		% meeting course objective			
1	Explain the TCP/IP protocol suite.	74.1%			
2	Subdivide IP address classes.	72.5%			
3	Explain CIDR notation.	75.7%			
4	Manipulate various router user interfaces.	78.7%			
5	Implement routing protocols and Network Address Translation.	77.9%			
6	Explain the rules and usage for router access lists.	not assessed			
7	Explain and implement Point-to-Point Protocol (PPP) and Frame Relay technologies.	not assessed			
8	Explain and identify design considerations for switches and VLANs.	not assessed			
9	Describe security best practices in an enterprise environment.	not assessed			
10	Develop and demonstrate written and verbal communication skills through in-class writing assignments and a research paper and corresponding presentation.	99.1%			
Action Plan NET 175					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
	Objective 6-9 were not addressed in this class. the course was taught as the CISCO Curriculum and those obj are now part of the new NET 200 course.				
	No Action Plan Necessary				

Course Objectives NET 225 SP 11		% meeting course objective			
1	Configure hardware in preparation for installation of the Windows network operating systems.	98.6%			
2	Install the Windows Server operating system from CD-ROM/DVD and network sources.	95.7%			
3	Configure the OS to provide network connectivity using the TCP/IP protocol.	94.8%			
4	Configure Windows servers as domain controllers in an Active Directory environment.	98.3%			
5	Configure DNS and DHCP for utilization Active Directory environment.	92.2%			
6	Create and administer users, groups, and resources in accordance with the AGUDLP standard used by Microsoft.	90.8%			
7	Configure and differentiate between NTFS security permissions and standard network share permissions.	93.1%			
8	Configure and implement group policies in an Active Directory environment.	88.8%			
9	Troubleshoot and repair various server failures including: security configuration, domain trust relationships, printer configuration and hardware failures.	91.8%			
10	Develop and demonstrate written and verbal communication skills through in-class writing assignments and a research paper and corresponding presentation.	91.4%			
Action Plan NET 225					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
	No action plan necessary.				

CONSTRUCTION DEPARTMENT

CST, FST, GDT, HRA

Program and Course Level Assessment of Student Learning Results

2010-2011

Construction Technology Program

Construction Technology Program Mission Statement

The mission of the Construction Technology Program is to be a premiere program committed to excellence in teaching; empowering students to be knowledgeable, skilled, qualified, employable graduates, prepared for productive and meaningful careers in the construction industry.

Total % of Students Meeting Program Goals Through Combined Course Results Benchmark 70%

<i>Construction Technology Program Goals</i>		<i>All CST Courses</i>	<i>CST 135</i>	<i>CST 139</i>	<i>CST 190</i>	<i>CST 235</i>	<i>CST 255</i>
1	Provide the best technical training possible in order to supply the Construction Industry with a well trained labor force that is desperately needed in this region. This technical training includes a strong emphasis on hands-on training.	86.8%	86.8%	not assessed	87.7%	86.3%	86.1%
2	Maintain and upgrade labs, equipment and tools to reflect objectives and competencies of the program.	86.9%	86.8%	not assessed	87.3%	not assessed	not assessed
3	Students will be proficient with the skills necessary to be employable in residential and commercial construction.	86.9%	86.8%	87.8%	87.7%	86.3%	86.1%
4	Students will develop employability skills, work-readiness, safety, and attendance habits as required by employers and construction advisory committees.	86.8%	86.8%	not assessed	87.7%	86.3%	86.1%
5	Students will be provided quality, economical, accessible, and occupationally oriented courses as related to the college and technology division mission statement, goals and objectives.	87.0%	86.8%	88.2%	87.7%	not assessed	86.1%
6	Students will be prepared for productive and meaningful careers within the rapidly changing commercial and residential construction industry.	87.0%	not assessed	87.8%	87.7%	86.3%	86.1%

**Total % of Students Meeting Course Objectives
Benchmark 70%**

Course Objectives CST 135 FA 10		% meeting course objective			
1	Setup and use tools of the trade safely and accurately.	85.5%			
2	Estimate material requirements.	88.7%			
3	Layout floor system.	85.2%			
4	Interpret plans to cut and construct a floor system.	90.3%			
5	Layout wall system.	92.5%			
6	Interpret plans to cut and construct a wall system.	81.3%			
7	Layout ceiling system.	84.7%			
8	Interpret plans to cut and construct a ceiling system.	89.2%			
Action Plan CST 135					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
	No actions proposed.				

Course Objectives CST 139 FA 10		% meeting course objective			
1	Plan a trim job.	87.7%			
2	Estimate material requirements.	87.2%			
3	Set up and use tools of the trade safely and accurately.	90.3%			
4	Set up and use tools of the trade safely and accurately.	86.1%			
Action Plan CST 139					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
	No actions proposed.				

Course Objectives CST 190 SP 11		% meeting course objective			
1	Setup and operate tools of the trade safely and accurately.	89.4%			
2	Estimate material requirements.	88.4%			
3	Layout, cut and install a variety of interior components including: Metal studs, Drywall, Suspended ceilings, Cabinet Installation, Metal jamb doors, Commercial hardware.	85.6%			
Action Plan CST 190					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
	No action plan is necessary.				

Course Objectives CST 235 SP 11		% meeting course objective			
1	Setup and use tools of the trade safely and accurately.	100.0%			
2	Estimate material requirements.	81.9%			
3	Layout roof systems for stick built rafters and truss systems.	84.9%			
4	Calculate, cut and install rafter roof systems.	94.4%			
5	Layout and install truss systems.	88.9%			
6	Layout stair systems.	86.1%			
7	Calculate, cut and install stair systems.	88.0%			
Action Plan CST 235					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
	No action plan is necessary.				

Course Objectives CST 255 SP 11		% meeting course objective			
1	Read and understand residential and commercial blueprints	81.3%			
2	Use proper freehand sketching techniques	87.5%			
3	Identify architectural symbols	83.3%			
4	Be familiar with building materials	89.6%			
5	Apply information from a blueprint to the job site	93.8%			
Action Plan CST 235					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
	No action plan is necessary.				

Fire Science Technology Program

Fire Science Technology Program Mission Statement

The mission of the Fire Science Technology program is to educate, train and prepare students for employment, promotion and advancement in a firefighting career by providing opportunities to new and current firefighters thereby increasing their employment, promotional and advancement probability.

Total % of Students Meeting Program Goals Through Combined Course Results Benchmark 70%

<i>Fire Science Technology Program Goals</i>		<i>All FST Courses</i>	<i>FST 102</i>	<i>FST 103</i>	<i>FST 106</i>	<i>FST 107</i>	<i>FST 117</i>	<i>FST 120</i>
1	To educate, train and prepare students for employment, promotion and advancement in a firefighting career.	83.6%	91.2%	91.8%	87.2%	81.6%	75.0%	75.5%
2	Provide opportunities to new and current firefighters thereby increasing their employment, promotional and advancement probability.	83.4%	91.2%	91.8%	92.4%	82.3%	74.2%	75.5%

Total % of Students Meeting Course Objectives
Benchmark 70%

Course Objectives FST 102 FA 10		% meeting course objective			
1	Identify the potential of death or injury to occupants and firefighters in building construction fires.	93.7%			
2	Explain how ignition of a building occurs.	88.5%			
3	Explain how destruction of contents in a building fire occurs.	93.1%			
4	Describe the indicators of partial or total collapse of a building.	88.4%			
5	Explain the processes of protecting internal and external exposures from the extension of fire.	90.9%			
6	List the types of building construction and identify structural components of each type of building construction.	92.7%			
Action Plan FST 102					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
	No actions proposed.				

Course Objectives FST 103 FA 10		% meeting course objective			
1	Define their role as a Fire Department Medical First Responder.	88.2%			
2	Demonstrate knowledge of the human body as it relates to trauma and emergency victims.	91.2%			
3	Demonstrate basic life support care for sudden trauma victims.	92.2%			
4	Demonstrate basic life support care for medical emergency victims.	95.6%			
Action Plan FST 103					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
	No actions proposed.				

Course Objectives FST 106 SP 11		% meeting course objective			
1	Identify their roles and responsibilities as a firefighter.	75.0%			
2	Identify and demonstrate safety procedures and the practical skills necessary to perform the duties of a firefighter.	88.1%			
3	Demonstrate NFPA's training requirements.	98.3%			
Action Plan FST 106					
#	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
	No action plan necessary.				

Course Objectives FST 107 SP 11		% meeting course objective			
1	Identify the need and rationale for fire prevention activities.	80.3%			
2	Compare types of codes and standards used for fire prevention.	78.9%			
3	Identify the types of fire control characteristics and fire prevention systems used in building construction.	81.6%			
4	Demonstrate public education techniques.	86.8%			
5	Conduct a basic fire inspection using standard records and reports.	84.2%			
6	Conduct a basic pre-incident plan.	76.3%			
Action Plan FST 107					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
	No actions plan necessary.				

Course Objectives FST 117 SP 11		% meeting course objective
1	Identify the necessity and advantage of plan reviews of fire protection systems.	not assessed
2	Identify the nationally recognized standards for fire protection systems.	76.4%
3	Identify and describe the operation of different types of automatic sprinkler systems and testing procedures.	85.2%
4	Identify the components of fire alarm systems.	64.8%
5	Explain how a standpipe system works and how to test the system.	65.3%
6	Identify five different types of non-water based fire suppression systems and describe how these systems extinguish fire.	81.5%

Action Plan FST 117					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
	Objective 1 is not taught in this course. Get with Department Chair for course objective revisions.				

Course Objectives FST 120		% meeting course objective
1	Identify various hazardous materials regulations.	78.3%
2	Explain basic elements of chemistry.	72.8%
3	Identify health hazards of hazardous materials.	86.1%
4	Demonstrate the use of reference sources to recognize and identify hazardous materials.	74.4%
5	List the factors affecting preplanning for hazardous materials incidents.	72.2%
6	Develop a disaster management plan.	71.7%
7	Identify and discuss causes of incidents in transportation and fixed storage facilities.	72.2%
8	Identify the 5 major functions of IMS (Incident Management System).	76.0%

Action Plan FST 120					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
	No actions proposed.				

Graphic Design Technology

Graphic Design Technology Program Mission Statement

The Graphic Design Technology program's mission is to provide instruction and training in various Graphic Design employment areas, reflecting local and national labor market needs. Courses promote job competencies that students should master in order to develop the knowledge, skills, and attitudes necessary to secure personally satisfying and socially useful employment.

Total % of Students Meeting Program Goals Through Combined Course Results Benchmark 70%

<i>Graphic Design Technology Program Goals</i>		<i>All GDT Courses</i>	<i>GDT 101</i>	<i>GDT 105</i>	<i>GDT 120</i>	<i>GDT 140</i>	<i>GDT 150</i>	<i>GDT 210</i>
1	Demonstrate visual and verbal communication skills through problem solving and decision making.	92.2%	93.2%	89.7%	98.6%	93.6%	91.6%	94.9%
2	Demonstrate technical skills by hands on creativity and design using current graphic technology.	92.1%	91.0%	92.6%	92.2%	93.3%	91.6%	100.0%
3	Utilize correct terminology, techniques and up-to-date peripheral graphic technology	91.2%	83.5%	89.7%	95.0%	93.3%	91.6%	94.9%
4	Create and design projects that can be showcased in a portfolio.	91.9%	83.5%	92.6%	92.2%	93.3%	not assessed	96.7%
5	Obtain employment in the graphic design field.	92.2%	95.9%	not assessed	92.3%	not assessed	91.6%	not assessed

Total % of Students Meeting Course Objectives
Benchmark 70%

Course Objectives GDT 101 FA 10		% meeting course objective			
1	State the purpose of a plant safety and health program.	93.2%			
2	Identify jobs available within the graphic communications industry.	95.9%			
3	Identify the six type classifications.	87.0%			
4	Identify additive and subtractive color.	83.5%			
5	Demonstrate prepress techniques.	97.1%			
6	Identify the five printing classifications.	84.8%			
7	Demonstrate the processes of finishing and binding.	97.5%			
Action Plan GDT 101					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
	No actions proposed.				

Course Objectives GDT 105 FA 10		% meeting course objective			
1	Demonstrate proficiency using vector graphics software.	98.9%			
2	Develop a visual language.	91.5%			
3	Identify and apply graphic design elements and principles.	87.2%			
4	Apply color theory.	90.3%			
Action Plan GDT 105					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
	No actions proposed.				

Course Objectives GDT 120 SP 11		% meeting course objective
1	Demonstrate proficiency in using page layout software.	95.0%
2	Identify file formats and problems during preflight.	100.0%
3	Create effective page layout designs that visually communicate to a defined audience.	97.4%
4	Research and apply the design process for visual communication problems.	85.0%
5	Produce design pieces for inclusion in students portfolio.	84.6%

Action Plan GDT 120					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
	No actions proposed.				

Course Objectives GDT 140 FA 10		% meeting course objective
1	Demonstrate vector graphics software.	92.5%
2	Create effective original illustrations that visually communicate to a defined audience.	92.3%
3	Demonstrate the components of line, shape, color and design.	96.2%
4	Demonstrate use of pen tool.	92.3%

Action Plan GDT 140					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
	No actions proposed.				

Course Objectives GDT 150 SP 11		% meeting course objective			
1	Discuss environmental concerns related to refrigerant usage such as ozone	95.1%			
2	Test and troubleshoot refrigerant related problems.	95.9%			
3	Demonstrate how to retro-fit CFC systems for alternative refrigerants and	85.4%			
4	Practice environmentally responsible refrigerant usage and handling service	92.7%			
5	Successfully complete EPA Exam for Type I and II Certification.	78.9%			
Action Plan GDT 150					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
	No Action Plan Necessary				

Course Objectives GDT 210 SP 11		% meeting course objective			
1	Identify the sources of fiber for papermaking.	88.9%			
2	Demonstrate the use of Pantone Matching System in design.	100.0%			
3	Identify ink pigments and vehicles.	90.0%			
4	Mix inks to conform to Pantone color matching system.	100.0%			
5	Demonstrate how ink will perform on various types of papers, including color, opacity, and brightness.	100.0%			
6	Identify the classifications of paper.	90.0%			
Action Plan GDT 210					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
	No Action Plan Necessary				

Heating, Refrigeration, and A/C

Heating, Refrigeration and A/C Program Mission Statement

The Mission of the OTC Heating, Refrigeration, and Air Conditioning program is to provide quality, economical, accessible, and occupationally-oriented courses as related to the college and technology division mission statement, goals, and objectives. This program is designed to prepare students for entry level employment in the HVACR industry. Career opportunities could include: designing, selling, installing, servicing, and repairing commercial and residential HVACR equipment.

Total % of Students Meeting Program Goals Through Combined Course Results Benchmark 70%

<i>Heating, Refrigeration, and A/C Program Goals</i>		<i>All HRA Courses</i>	<i>HRA 102</i>	<i>HRA 103</i>	<i>HRA 125</i>	<i>HRA 135</i>	<i>HRA 180</i>
1	To provide high quality HVAC technical training.	90.5%	90.1%	89.4%	91.6%	91.6%	90.6%
2	To incorporate as much hands-on training into the program as possible.	90.5%	90.1%	89.1%	91.6%	91.6%	90.6%
3	To produce highly qualified individuals for the HVAC industry workforce.	90.5%	90.1%	89.4%	91.6%	91.6%	90.6%
4	To constantly evaluate the needs of the community relative to the HVAC industry.	87.5%	not assessed	85.2%	not assessed	not assessed	90.6%
5	Obtain advisement from former students, advisory committee members, and Employers regarding the program strengths and weaknesses.	90.6%	not assessed	87.8%	91.6%	not assessed	not assessed
6	Evaluate the HVAC Program to ensure that lab equipment and the curriculum meet industry needs.	90.6%	90.1%	not assessed	not assessed	91.6%	not assessed

Total % of Students Meeting Course Objectives
Benchmark 70%

Course Objectives HRA 102 FA 10		% meeting course objective
1	Understand the refrigeration cycle.	87.3%
2	Identify and explain the operation of the four basic components of a refrigeration system.	91.5%
3	Perform tubing operations including flaring, swaging, and silver brazing.	96.4%
4	Understand the processes of evacuating, charging, recovery, and leak testing a refrigeration system.	86.4%
5	Perform basic mechanical troubleshooting and system evaluation.	90.3%

Action Plan HRA 102					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
	No actions proposed.				

Course Objectives HRA 103 FA 10		% meeting course objective
1	Demonstrate electrical safety when working around electricity	97.7%
2	Describe the fundamentals of AC electricity	90.7%
3	Demonstrate the proper use of electrical test instruments	88.4%
4	Demonstrate wiring of different types of electrical circuits	96.5%
5	Read and interpret electrical wiring diagrams	77.9%
6	Describe the production & distribution of AC power	87.2%
7	Demonstrate proper wiring procedures	87.2%

Action Plan HRA 103					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
	No actions proposed.				

Course Objectives HRA 125 SP 11		% meeting course objective			
1	Discuss environmental concerns related to refrigerant usage such as ozone depletion and global warming.	95.1%			
2	Test and troubleshoot refrigerant related problems.	95.9%			
3	Demonstrate how to retro-fit CFC systems for alternative refrigerants and lubricants.	85.4%			
4	Practice environmentally responsible refrigerant usage and handling service procedures.	92.7%			
5	Successfully complete EPA Exam for Type I and II Certification.	78.9%			
Action Plan HRA 125					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
	No action plan necessary.				

Course Objectives HRA 135 SP 11		% meeting course objective			
1	Demonstrate wiring and setting controls that are used in refrigeration/AC systems.	94.0%			
2	Describe the theory of electrical motors.	90.2%			
3	Demonstrate wiring of different electrical motors used in refrigeration/AC.	95.2%			
4	Describe the fundamentals of the electronic control boards that are used on AC systems.	81.8%			
5	Demonstrate the wiring of different circuits that are used in refrigeration, heating and air conditioning.	100.0%			
Action Plan HRA 135					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
	All objectives met, No action taken.				

Course Objectives HRA 180 SP 11		% meeting course objective			
1	Properly design and layout duct system for a residential home.	91.7%			
2	Fabricate different sheet metal fittings with the correct dimensions	93.4%			
3	Properly install trunk line with fittings.	93.5%			
4	Balance duct system for proper air flow.	75.6%			
5	Fabricate trunk line from fiber board.	95.1%			
Action Plan HRA 180					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
4	Will review the question and change the question if necessary to better assess objective 4.	Jan-11	none	n/a	low

EARLY CHILDHOOD DEPARTMENT

ECD

Program and Course Level Assessment of Student Learning Results

2010-2011

Early Childhood Development

Early Childhood Development Program Mission Statement

The mission of the Early Childhood Development program is to prepare graduates to enter into the field of early care and education at several levels and/or continue their education in a four year degree program. Graduates from the program will be prepared to manage their own in-home child care facility, become a director of an early childhood center, be a teacher in an early childhood classroom, be an assistant in the public school classroom, or continue their education in a four-year program. Several electives provide the students with opportunities to specialize in various areas of early care and education.

Total % of Students Meeting Program Goals Through Combined Course Results

Benchmark 70%

<i>Early Childhood Development Program Goals</i>		<i>All ECD Courses</i>	<i>ECD 101</i>	<i>ECD 120</i>	<i>ECD 150</i>	<i>ECD 170</i>	<i>ECD 210</i>
1	Explain current theories and research on how children acquire language and creative expression and develop physically, cognitively, and socially.	84.5%	89.4%	78.8%	80.2%	not assessed	90.9%
2	Plan, implement, and evaluate learning environments and curriculum appropriate to the developmental needs of all children.	91.3%	92.7%	91.1%	92.3%	86.4%	95.0%
3	Use systematic observations, documentation, and effective assessment strategies to understand what children know and can do.	79.9%	91.5%	75.3%	80.3%	76.3%	not assessed
4	Identify strategies and resources for supporting and empowering families and communities through respectful, reciprocal relationships.	83.8%	94.8%	not assessed	not assessed	79.8%	80.6%
5	Analyze learning environment regulations affecting children's health and safety and program quality.	86.3%	92.2%	not assessed	not assessed	82.2%	98.5%
6	Demonstrate positive relationships and guidance strategies with children, individually and as part of a group.	91.0%	94.5%	86.9%	not assessed	not assessed	not assessed
7	Design, examine, and evaluate an early care and education classroom.	85.0%	93.9%	not assessed	78.7%	not assessed	91.0%
8	Articulate the use of ethical guidelines, advocacy, and other professional standards related to early childhood practice.	90.0%	94.3%	not assessed	92.5%	80.7%	89.9%

Total % of Students Meeting Course Objectives
Benchmark 70%

Course Objectives ECD 101		% meeting course objective			
1	Identify strategies that support anti bias perspectives.	94.5%			
2	Define terminology associated with early childhood development.	92.2%			
3	Describe the theoretical roots of early childhood development.	83.0%			
4	Describe, plan, and prepare a developmentally appropriate early childhood learning environment.	92.1%			
5	Explain the concept of implementing learning centers in the early childhood program.	93.9%			
6	Demonstrate knowledge of the domains to the development of the whole child.	91.5%			
7	Demonstrate an understanding of the diversity and cultural issues affecting	95.0%			
8	Define career opportunities in the early childhood profession.	98.9%			
Action Plan ECD 101					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
3	After examining the results of this assignment "Philosophy Revisited" - it was noted the only sections that did not meet the 70% objective were sections in which secondary students were enrolled. Instructors Sutton and Quinn believe this particular assignment might have been confusing as written and looked too similar in nature to the "Beginning Philosophy" assignment. Therefore, the format of the assignment will be changed, the directions will be more specific, and a grading rubric will accompany the assignment to assist in student understanding of expectations	Fall 2011	None	None	High

Course Objectives ECD 120		% meeting course objective
1	Identify strategies that support anti-bias perspectives in language and literacy.	86.9%
2	Explain the developmental nature of early and emergent literacy and language acquisition in the young child.	81.1%
3	Compare and contrast historical and recent developments which are applicable to young children's language, literature, and literacy goals.	72.7%
4	Summarize the use of informal tools for evaluating children's language and literacy development.	75.3%
5	Describe effective strategies to involve families in supporting language and literacy.	91.1%
6	Compile teacher resources that support language, literature and literacy in early childhood.	97.1%
7	Plan, prepare and implement learning experiences that support the development of language and literacy in young children	89.5%

Action Plan ECD 120					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
1	Curriculum changes approved.	Spring 2012	None		
2	1. Describe the interrelationship of the four areas of language arts: listening, speaking, reading, and writing.	Spring 2012	None		High
3	2. Compare and contrast historical and recent developments which are applicable to early childhood literature and early childhood language arts goals.	Spring 2012	None		High
5	3. Select appropriate literature and language arts experiences for children at various ages and stages of development.	Spring 2012	None		High
6	4. Demonstrate effective teaching strategies that support the use of children's literature.				
7	5. Demonstrate effective teaching strategies that support the four areas of language arts.	Spring 2012	None		High

<p>In Spring 2012, the ECD curriculum changes for this course will take effect. The course objectives for ECD 120 - Language and Literacy in Early Childhood - have been modified and reduced from 7 objectives to 5; providing the opportunity to focus on higher-quality, assessable learning experiences rather than quantity of experiences. The course name has been changed to ECD 120 - Early Childhood Literature and Language - - to represent the new focus of this course: using literature in the early childhood classroom. The department feels these changes will revitalize the goal of meeting both the OTC and ECD mission statements of providing high quality, technical training to students and preparing them to enter into the field of early care and education.</p>				
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Course Objectives ECD 150		% meeting course objective			
1	Identify strategies that support anti-bias perspectives.	90.4%			
2	Observe, describe, and document the behavior and development of young children.	95.9%			
3	Describe a variety of philosophical and instructional approaches applicable to early childhood education.	94.6%			
4	Compare and contrast early childhood curriculum models.	69.9%			
5	Identify curriculum opportunities to foster development in th cognitive, social, emotional, physical, and creative domains.	94.0%			
6	Plan, develop, and demonstrate developmentally appropriate curriculum for young children.	91.9%			
Action Plan ECD 150					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
1	Curriculum changes approved	Fall 11			High
2	1. Describe the components of early childhood curriculum.	Fall 11			High
3	2. Compare and contrast a variety of curriculum planning formats appropriate for particular types of early childhood instruction.	Fall 11			High
4	3. Discuss the application of anti-bias curriculum and diversity in the early childhood classroom.	Fall 11			High
5	4. Apply information about children in planning meaningful and developmentally appropriate learning opportunities	Fall 11			
6	5. Implement curriculum appropriate to the developmental level of children.	Fall 11			High
	In Fall 2011, the ECD curriculum changes will take effect for this course. The course objectives for ECD 150 - Curriculum Development in Early Childhood - have been modified and reduced from 6 objectives to 5; providing the opportunity to focus on higher-quality, assessable learning experiences rather than quantity of experiences. The course number will also change from ECD 150 to ECD 260; indicating to students the level of difficulty for the course. The department feels these changes will revitalize the goal of meeting both the OTC and ECD mission statements of providing high quality, technical training to students and preparing them to enter into the field of early care and education.				

Course Objectives ECD 170		% meeting course objective
1	Identify strategies that support anti bias perspectives.	94.2%
2	Explain the interrelationships of health, safety, and nutrition principles and their influence on the development of young children.	96.5%
3	Describe regulations and professional standards as they apply to health, safety, and nutrition in the early childhood environment.	77.5%
4	Research health issues that affect young children and identify the teacher's role in managing common childhood illnesses, accidents, and safety standards.	81.0%
5	Explain the role of the mandated reporter and signs of child abuse.	70.6%
6	Demonstrate knowledge of early childhood nutrition.	73.8%

Action Plan ECD 170					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
3	Instructor Davis feels the addition of a mid-assignment check date to assess progress and/or problems in completing the assignment be added.	Fall 2011	None	None	High
4	Instructors Day and Davis indicate the terms "communicable illness" and "chronic illness" needs to be delineated and discussed in greater detail in lecture. In addition, the Pre/Post test question #4 will be adjusted to reflect this change.	Fall 2011	None	None	High
5	In Fall 2011, this objective will be removed. ECD 225 - Abuse and Neglect in Early Childhood will cover this objective in much greater detail.	Fall 2011	None	None	High
6	Instructors Day and Davis indicate this assignment will be redesigned. Students will be required to be more specific on their answers for the summary portion which addresses the Food Guide Pyramid requirements.	Fall 2011	None	None	High

Course Objectives ECD 210		% meeting course objective
1	Integrate strategies that support anti bias perspectives.	89.9%
2	Demonstrate knowledge of physical, cognitive, language, and social/emotional development from prenatal to 36 months.	97.5%
3	Investigate current trends in brain research.	90.8%
4	Identify health, safety, and nutritional practices vital in prenatal, infant and toddler care and development.	98.5%
5	Analyze the integration of care giving routines and learning in the care of infants and toddlers.	85.3%
6	Develop appropriate activities for children birth to age three.	92.9%
7	Examine family and community resources which support prenatal, infant, and toddler care and development.	78.0%

Action Plan ECD 210					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
1	Curriculum changes approved	Spring 2012			High
2	1. Identify components of prenatal and brain development	Spring 2012		None	High
3	2. Describe physical, social, emotional, and cognitive milestones for infants birth to 36 months.	Spring 2012		None	High
5	3. Explain the integration of caregiving routines and learning in the care of infants and toddlers.	Spring 2012		None	High
6	4. Summarize the characteristics of quality, developmentally appropriate activities for infants and toddlers.	Spring 2012		None	High
7	5. Evaluate and plan developmentally appropriate activities for infants and toddlers.	Spring 2012		None	High
	In Spring 2012, the ECD curriculum changes for this course will take effect. The course objectives for ECD 210 - Zero to Three: The Early Years - have been modified and reduced from 7 objectives to 5; providing the opportunity to focus on higher-quality, assessable learning experiences rather than quantity of experiences. The department feels these changes will revitalize the goal of meeting both the OTC and ECD mission statements of providing high quality, technical training to students and preparing them to enter into the field of early care and education.				

CULINARY AND HOSPITALITY DEPARTMENT
CUL, HSM
Program and Course Level Assessment of Student Learning Results
2010-2011

Culinary Arts Program

Culinary Arts Program Mission Statement

The mission of the Culinary Arts program is to provide the best academic curriculum and learning environment possible for the comprehensive education of students in the culinary industry. Our program is accredited through the American Culinary Federation and is the foundation for the course content and competencies that provide the student with the knowledge and skills to be successful in the culinary industry. We are committed to ensuring learning experiences that will assist our students to achieve their greatest potential to adapt and adjust to a diverse and ever changing field. We strive to provide an atmosphere enriched with support, encouragement and assistance to foster a setting that promotes the pursuit of lifelong learning.

Total % of Students Meeting Program Goals Through Combined Course Results
Benchmark 70%

<i>Culinary Arts Program Goals</i>		<i>All CUL Courses</i>	<i>CUL 101</i>	<i>CUL 102</i>	<i>CUL 103</i>	<i>CUL 121</i>	<i>CUL 130</i>	<i>CUL 160</i>
1	Meet entry-level and/or supervisory/management demands in the culinary and hospitality industry by providing graduating students with a strong understanding of the acquired skills necessary to be a contributing member of organizations in our community as well as throughout a larger employment base.	82.1%	78.0%	69.7%	87.1%	86.2%	76.6%	82.0%
2	Student's knowledgeable in how the total operations of the business affect the profitability of business entities and the importance in striving to continually increase sales and control expenses through control of food cost, menu development and food cost, menu development and food production for business success.	80.9%	75.3%	69.7%	87.1%	91.0%	87.4%	79.7%
3	Understanding of industry accountability in areas of safety, security, sanitation, nutrition and in meeting the psychological and social needs of customers.	85.5%	83.7%	not assessed	not assessed	86.7%	not assessed	82.8%
4	Provide an employable workforce that is diverse and knowledgeable of current technology and its application and an understanding of contemporary workplace issues including environmental concerns, ethical behavior and workforce diversity which impact the industry	83.6%	83.9%	69.7%	87.1%	86.2%	not assessed	79.1%
5	Meet required skills for certification of students through the American Culinary Federation as a Certified Culinarian.	83.3%	87.7%	not assessed	not assessed	92.2%	76.6%	82.7%

**Total % of Students Meeting Course Objectives
Benchmark 70%**

Course Objectives CUL 101 FA 10		% meeting course objective			
1	Identify and prepare hot and cold sandwiches.	97.2%			
2	Identify and prepare canapés and cold and hot hors d'œuvres.	98.6%			
3	Identify and prepare a variety of beverages, including coffees and teas.	89.8%			
4	Identify and prepare breakfast meats, eggs, cereals, and battered products.	79.6%			
5	Outline the procedure for writing a standardized recipe.	79.2%			
6	Prepare written requisitions for recipes.	89.9%			
7	Demonstrate knife skills, hand tool and equipment operation, while emphasizing proper safety techniques.	89.4%			
8	Demonstrate how to read and follow a standard recipe.	67.3%			
9	Identify and use utensils, pots and pans, and demonstrate safe practices using stoves, mixers, ovens, etc.	76.4%			
10	Demonstrate moist heat methods of cooking including roasting and baking, broiling and griddling, sautéing, frying, and deep-frying.	80.6%			
11	Demonstrate combined methods of cooking including braising and stewing.	94.4%			
12	Utilize standard weights and measures to demonstrate proper scaling and measurement techniques.	84.7%			
13	Identify and use herbs, spices, oils and vinegar, condiments, marinades and rubs.	83.3%			
14	Identify and prepare meats, seafood, poultry and variety meats.	74.3%			
15	Calculate food, beverage, and cost percentages.	87.5%			
16	Calculate labor costs and percentages.	93.1%			
17	Demonstrate the process of recipe yield adjustment.	94.4%			
18	Demonstrate the process of recipe costing.	94.4%			
Action Plan CUL 101					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
8	Improved over last assessment results. Will review course materials for this objective.	Fall 2011	None	None	High

Course Objectives CUL 102 SP 11		% meeting course objective			
1	Demonstrate an understanding of the different cuts and fabrications of red and white meats, their compositions and various cooking methods.	71.0%			
2	Demonstrate an understanding of the different kinds, preparations, and various cooking styles of poultry, shellfish, and fish.	65.3%			
3	Demonstrate an understanding of the different kinds of game.	88.9%			
4	Prepare appropriate side dishes to complement center of the plate items.	81.5%			
5	Prepare hot and cold foods for correct presentation and garnish.	56.8%			
6	Demonstrate a thorough knowledge of preparation and presentation of hot and cold food.	77.8%			
Action Plan CUL 102					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
2, 5	Assessment tools will be reviewed and an action plan will be written before next semester.				

Course Objectives CUL 103 SP 11		% meeting course objective			
1	Identify tools and equipment used in Garde Manger, emphasizing safety and sanitation procedures.	90.4%			
2	Identify various ingredients used in the cold kitchen.	88.0%			
3	Demonstrate basic garnishes.	67.5%			
4	Preparation of cold items to include sauces, dressings, marinades, and relishes, canapés and hors 'd'oeuvres.	86.7%			
5	Demonstrate fundamental skills in the preparation and uses of aspic.	80.0%			
6	Develop fundamental skills in preparation of forcemeats (plates, galantines, ballottines, terrines and sausages).	94.2%			
7	Demonstrate the use of gelatins in preparation of savory mousses.	90.0%			
8	Demonstrate food presentation techniques, i.e., platters, bowls and plates.	81.9%			
9	Produce decorative centerpieces (i.e. fruit, vegetable carvings, salt dough, tallow and ice carvings).	91.7%			
10	Demonstrate various methods of food preservation including: brining, salting, curing and smoking.	94.4%			
Action Plan CUL 103					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
3	Assessment tools will be reviewed and an action plan will be written before next semester.				

Course Objectives CUL 121 FA 10		% meeting course objective			
1	Explain the baking process and formulas.	83.9%			
2	Explain the ingredients and their function on baking.	81.8%			
3	Produce a variety of types of pies and tarts.	90.4%			
4	Demonstrate five doughs and makeup techniques.	88.4%			
5	Demonstrate batters, quick breads and makeup of doughnuts.	90.6%			
6	Explain and demonstrate the uses of sugars, icings, creams, and dessert sauces.	87.4%			
7	Explain and demonstrate the pastries.	94.2%			
8	Produce a variety of types of cookies.	88.4%			
9	Demonstrate the presentations of baked goods and desserts.	90.0%			
10	Discuss nutritional concerns as they apply to baking, including recipe modifications.	72.5%			
11	Prepare a variety of fillings and toppings for pastries and baked goods.	91.3%			
12	Discuss the application of mixes and other value added products.	77.3%			
13	Define baking terms.	77.8%			
14	Identify equipment and utensils used in baking and discuss proper use and care.	86.5%			
15	Demonstrate proper selection of equipment and utensils for specific application.	97.8%			
16	Identify ingredients used in baking.	98.6%			
17	Demonstrate proper scaling and measurement techniques.	98.6%			
18	Apply basic math skill to recipe conversions.	98.6%			
19	Describe properties and list function of various ingredients.	98.6%			
20	Prepare crusty, soft and specialty yeast products.	98.6%			
Action Plan CUL 121					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
	All objectives were met. Not actions taken at this time.				

Course Objectives CUL 130 FA 10		% meeting course objective			
1	Explain the difference in chocolates.	75.0%			
2	Demonstrate the tempering of chocolate.	89.7%			
3	Develop advanced decorating and finishing techniques for cakes.	89.2%			
4	Demonstrate the make-up and modeling of marzipan.	83.3%			
5	Demonstrate the make-up and handling of pastillage.	61.1%			
6	Explain the make-up and formulas of spun sugar and cast sugar as they relate to decorating applications.	63.3%			
7	Prepare and evaluate ice creams, sorbets, and other frozen desserts.	76.7%			
8	Prepare and evaluate custards and creams, including mousse, Bavarian, and Charlotte.	59.5%			
9	Prepare and evaluate soufflés.	87.5%			
10	Prepare and evaluate classical tarts, including the various types of tart dough.	94.4%			
11	Demonstrate the preparation of laminated dough and its applications in classical dessert preparation.	76.2%			
12	Prepare and evaluate classical cakes and tortes.	86.2%			
Action Plan CUL 130					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
5, 6, 8	Upon initial review it was decided that as this was the first assessment attempt that any revisions to the objectives and how it would be taught in the future would be made based on additional assessment input.	Fall 2011	None	None	High

Course Objectives CUL 160 SP 11		% meeting course objective			
1	Perform basic cake mixing methods.	94.2%			
2	Produce high-fat or shortened cakes, including high ratio cakes and cakes mixed by creaming.	81.9%			
3	Produce foam type cakes, including sponge, angelfood and chiffon cakes.	89.6%			
4	Scale and bake cakes correctly.	85.4%			
5	Correct cake failures or defects.	87.5%			
6	Prepare various types of icings.	77.5%			
7	Assemble and ice simple layer cakes, sheet cakes and cup cakes.	68.8%			
8	Assemble and decorate advanced show cakes.	77.7%			
9	Make and use a paper decorating cone.	71.3%			
10	Use a pastry bag and other standard tools to make simple icing decorations.	83.0%			
11	Select from a variety of components to plan cakes that have well-balanced flavors and textures.	85.9%			
12	Line Charlotte rings or cake rings for specialty cakes.	62.5%			
13	Coat and decorate a cake with fondant.	84.4%			
14	Assemble a variety of European-style cakes, swiss rolls, small cakes and petits fours.	73.8%			
Action Plan CUL 160					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
7 & 12	The assessment tools will be reviewed and an action plan will be written before next semester				

Hospitality Management Program

Hospitality Management Program Mission Statement

The mission of the Hospitality Management program is to provide the best academic curriculum and learning environment possible for the comprehensive education of students in the hospitality industry. We are committed to ensuring learning experiences that will assist our students to achieve their greatest potential to adapt and adjust to a diverse and ever changing field. We strive to provide an atmosphere enriched with support, encouragement and assistance to foster a setting that promotes the pursuit of lifelong learning.

Total % of Students Meeting Program Goals Through Combined Course Results Benchmark 70%

<i>Hospitality Management Program Goals</i>		<i>All HSM Courses</i>	<i>HSM 101</i>	<i>HSM 115</i>	<i>HSM 125</i>	<i>HSM 225</i>
1	Meet entry-level supervisory or management employment demands in the hospitality industry by providing graduating students with a strong understanding of the acquired skills necessary to be a contributing member of organizations in our community, as well as throughout a larger metropolitan area.	76.4%	85.1%	72.5%	71.2%	77.5%
2	Student's knowledgeable in how the total operations of the business affect the profitability of business entities and the importance in striving to continually increase sales and control expenses for business success.	75.4%	87.2%	69.2%	71.2%	77.5%
3	Understanding of customer service and hospitality through accountability in areas of safety, security, sanitation, nutrition and in meeting the psychological and social needs of customers.	75.1%	81.6%	71.6%	71.2%	not assessed
4	Provide an employable workforce that is diverse in a variety of general business skills, knowledgeable of current technology and its application and understanding of contemporary workplace issues including environmental concerns, ethical behavior and workforce diversity which impact business and society. ☐	76.1%	86.6%	70.6%	71.2%	77.5%

Total % of Students Meeting Course Objectives
Benchmark 70%

Course Objectives HSM 101 FA 10		% meeting course objective			
1	Define "service" and summarize how service businesses differ from manufacturing businesses.	83.7%			
2	Summarize reasons people travel and describe types of travel research.	91.7%			
3	Describe in general terms the makeup and size of the lodging and food service industries and identify advantages and disadvantages of a career in hospitality.	88.8%			
4	Describe in general terms the size of the restaurant industry and list restaurant industry segments.	81.1%			
5	Give examples of guest menu preferences in various parts of the United States and the rest of the world, and summarize the importance of menu design and menu pricing.	86.1%			
6	Explain various ways hotels can be owned and operated.	81.1%			
7	Distinguish a hotel's revenue centers from its cost centers.	85.6%			
8	Compare equity clubs with corporate or developer clubs.	75.7%			
9	List and describe types of meetings typically held in lodging facilities.	70.8%			
10	Explain how a cruise ship is organized and describe the development of the cruise industry.	87.2%			
11	Summarize the history of gaming and describe casino hotels.	74.8%			
12	Describe the basic tasks of hospitality managers and trace the development of management theories.	82.5%			
13	Identify current labor trends affecting the hospitality industry.	90.6%			
14	Distinguish marketing from selling and explain how a marketing plan is developed.	90.0%			
15	Explain why hotel management companies came into existence and describe elements of a typical hotel management contract.	93.3%			
16	Describe types of franchises and explain how franchising works.	87.8%			
17	Give examples of different viewpoints concerning morality, contrast deontology with utilitarianism, and explain the concept of ethical relativism.	95.6%			
Action Plan HSM 101					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
	All objectives meet student learning criteria. No actions will be taken at this time.				

Course Objectives HSM 115 FA 10		% meeting course objective
1	Identify personal hygiene practices and implementation for foodservice personnel.	93.2%
2	Demonstrate proper calibration and usage of thermometers.	73.1%
3	Define cross-contamination and list ways to prevent its occurrence.	69.2%
4	Describe methods for waste management.	91.8%
5	Define MSDS and explain their requirements in handling hazardous materials.	82.0%
6	List right to know laws.	80.3%
7	Organize a sanitation self-inspection and identify modifications necessary for compliance with standards.	49.0%
8	List common causes of typical accidents and injuries in the foodservice industry and outline a safety management program.	58.2%
9	Describe appropriate types and uses of fire extinguishers used in the industry.	59.9%
10	Demonstrate appropriate emergency policies for kitchen and dining room injuries.	61.9%
11	Identify the differences between clean and sanitized.	66.7%
12	Describe the importance of ongoing food safety training with management and employees.	72.1%
13	Identify the need for a HACCP system in foodservice establishments and put one into practice.	52.4%
14	Compare the harmful and beneficial effects of micro-organisms.	76.2%
15	Define FBI outbreaks and identify the most commonly implicated foods.	82.3%
16	Describe chemical, physical and biological contaminants and their prevention.	94.6%
17	Identify common FBI causing microorganisms and describe their associations.	59.4%
18	Identify different kinds of cleaning agents and explain how they are used.	92.5%
19	Define the temperature danger zone and the time limits associated with it.	83.0%

20	Describe the importance of FIFO and proper storage procedures.	75.8%
21	List proper procedures for receiving and inspecting foods for.	67.8%
22	Discuss the development of a master cleaning schedule and its importance.	78.2%
23	Recognize the benefits of a restaurant health inspection.	74.8%
24	Identify the importance of implementing an IPM into the foodservice operation.	69.2%
25	Describe governments food inspection and grading programs and the laws and rules of the regulating agencies.	73.5%

Action Plan HSM 115					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
3,7,8,9,10,13,17,21	Upon initial review it was decided that as this was the first assessment attempt that any revisions to the objectives and how it would be taught in the future would be made based on additional assessment input. It was also discussed that review of the total number of objectives is excessive and will be reviewed prior to the next assessment scheduled for this course.	Fall 2011	None	None	High

Course Objectives HSM 125 SP 11		% meeting course objective			
1	Identify generally accepted principles and procedures of selection and procurement and their applications in the hospitality industry.	70.9%			
2	Summarize legal ethical considerations of purchasing.	100.0%			
3	Explain optimal amount, price, payment policy, and supplier.	62.5%			
4	Identify specific product characteristics, especially their market distribution, grading standards, quality differences, and other selection factors.	76.1%			
5	Develop and document policies and procedures for controlling the purchasing function in a hospitality operation.	56.0%			
6	Explain the ordering systems used for perishable and non-perishable items.	77.7%			
7	Identify the economic factors that influence the production, supply, and pricing of products purchased.	46.4%			
8	Identify products received and evaluate their conformity with user specifications and determine proper storage of those products.	77.3%			
Action Plan HSM 125					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
3,5,7	Assessment tools will be reviewed and an action plan will be written before next semester.				

Course Objectives HSM 225 SP 11		% meeting course objective			
1	Explain how marketing activities in the hospitality industry address the needs of many different types of buyers.	88.4%			
2	Describe the value of segmentation for marketing in the hospitality industry.	77.0%			
3	Describe channels of distribution within the hospitality industry.	81.1%			
4	Describe vertical, horizontal, backward, and forward integration in the hospitality industry.	67.1%			
5	Describe how marketing efforts benefit from a zero-base budgeting process.	79.5%			
6	Explain the purpose of marketing research and describe types of marketing research.	86.7%			
7	Identify the role of customer service within marketing.	78.8%			
8	Summarize advertising types and themes, and describe examples of hospitality industry advertising campaigns.	83.8%			
9	Describe public relations and the keys to successful promotions.	73.5%			
10	Describe the origins of data base marketing and summarize keys to successful data base marketing	64.3%			
11	Summarize the role of electronic marketing.	70.3%			
12	Define "packaging," and explain packaging benefits to consumers and hospitality firms.	51.4%			
13	Describe types of collateral materials used in the hospitality industry.	73.0%			
14	Define "pricing," and explain the importance of offering consumers price ranges and choices in hospitality products and services.	62.2%			
15	Give examples of how pricing strategies and yield management are used to maximize revenue.	77.0%			
16	List the major components of a marketing budget and plan.	78.4%			
17	Identify and describe the major federal laws that pertain to hospitality marketing.	75.7%			
Action Plan HSM 225					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
4,10,12,14	Assessment tools will be reviewed and an action plan will be written before next semester.				

INDUSTRIAL AND MANUFACTURING DEPARTMENT
DDT, ICA, MTT, TLM, WLD
Program and Course Level Assessment of Student Learning Results
2010-2011

Drafting Design Technology Program

Drafting and Design Technology Program Mission Statement

The mission of the Drafting and Design Technology program at Ozarks Technical Community College is to provide students with the most current and pertinent information and learning possible. The students of Drafting and Design Technology are given an experience with as many different types of software and exposed to as many types of drafting technology as is possible in a two-year program. The students in our program are given an exposure to modern techniques in drafting and design and are better prepared to take a position in any field they may choose.

Total % of Students Meeting Program Goals Through Combined Course Results
Benchmark 70%

<i>Drafting and Design Technology Program Goals</i>		<i>All DDT Courses</i>	<i>DDT 100</i>	<i>DDT 110</i>	<i>DDT 115</i>	<i>DDT 150</i>	<i>DDT 160</i>
1	Students will form firm foundation in mechanical drafting and design.	88.4%	91.4%	89.3%	87.3%	84.6%	not assessed
2	Students will display strong understanding of structural, civil, and architectural drafting.	90.0%	not assessed	not assessed	not assessed	not assessed	90.0%
3	Students will apply geometric dimensioning and tolerancing standards.	92.4%	91.0%	94.6%	87.3%	not assessed	not assessed
4	Students will display an understanding of manufacturing process and materials.	88.3%	not assessed	not assessed	88.1%	not assessed	89.1%

Total % of Students Meeting Course Objectives
Benchmark 70%

Course Objectives DDT 100 FA 10		% meeting course objective			
1	Utilize the tools and equipment used in current drafting and design environments.	93.7%			
2	Solve geometry problems using geometric construction techniques.	87.5%			
3	Visualize and identify 3D objects from orthographic drawings.	93.3%			
4	Produce orthographic views of objects using a 2D CAD system.	94.4%			
5	Apply dimensions to orthographic drawings utilizing the current ASME Y14.5M drafting standard.	95.4%			
6	Produce section views of surfaces on orthographic drawings using a 2D CAD system.	81.5%			
Action Plan DDT 100					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
	No actions proposed.				

Course Objectives DDT 110 FA 10		% meeting course objective			
1	Identify and apply current ASME dimensioning standards	93.0%			
2	Identify and apply current ASME tolerancing standards	95.0%			
3	Identify and apply dimensioning and tolerancing symbols	96.2%			
4	Read and convert measurements using imperial and metric measuring systems	98.7%			
5	Identify and apply the use of precision measuring and inspection instruments	100.0%			
6	Apply dimensioning and tolerancing rules in the production of engineering drawings	93.3%			
7	Demonstrate working knowledge of CAD system in the production of engineering drawings	85.3%			
8	Identify Geometric Dimensioning and Tolerancing symbols	86.0%			
Action Plan DDT 110					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
	No actions proposed.				

Course Objectives DDT 115 FA 10		% meeting course objective			
1	Identify safety practices in manufacturing processes.	not assessed			
2	Define chemical properties of engineering materials.	88.9%			
3	Define mechanical properties of engineering materials.	85.7%			
4	Define and apply strength testing of engineering materials.	87.3%			
5	Apply heating techniques for ferrous and non-ferrous metals.	88.9%			
6	Define and identify traditional manufacturing processes.	88.9%			
7	Define and identify non-traditional manufacturing processes.	90.5%			
8	Identify terms and theories in automated manufacturing.	87.3%			
9	Identify terms and theories in computer aided manufacturing.	87.3%			
Action Plan DDT 115					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
	No actions proposed.				

Course Objectives DDT 150 SP 11		% meeting course objective
1	Solve auxiliary view problems using a CAD system.	92.6%
2	Solve revolution problems using a CAD system.	88.2%
3	Solve intersection problems using a CAD system.	82.4%
4	Develop and produce flat pattern layouts using a CAD system.	85.3%
5	Produce complex drawings utilizing descriptive geometry on a CAD system.	74.2%

Action Plan DDT 150					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
	No actions proposed.				

Course Objectives DDT 160 SP 11		% meeting course objective
1	Calculate the requirements of usable and non usable living spaces.	93.4%
2	Learn and apply various requirements and restrictions for building sites.	85.2%
3	Interpret and apply building codes.	93.4%
4	Produce a basic floor plan.	88.3%
5	Produce basic section views, details, and schedules needed for construction.	89.8%
6	Produce basic elevation views needed.	89.5%

Action Plan DDT 160					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
	No action plan necessary.				

Industrial Control and Automation Technology Program

Industrial Control and Automation Technology Program Mission Statement

The mission of the Industrial Control and Automation Technology program is to prepare students for entry into a variety of industrial trades including electricity, mechanical power transmission, fluid power, plant maintenance, instrumentation systems, utilities service, and apprenticeship programs. The Industrial Control and Automation program strives to provide high quality, occupationally-oriented courses with an emphasis on job placement before or after graduation.

Total % of Students Meeting Program Goals Through Combined Course Results Benchmark 70%

<i>Industrial Control and automation Technology Program Goals</i>		<i>All ICA Courses</i>	<i>ICA 120</i>	<i>ICA 125</i>	<i>ICA 130</i>	<i>ICA 170</i>	<i>ICA 190</i>	<i>ICA 225</i>
1	Obtain and perform an entry-level job in Industrial Maintenance	88.1%	89.3%	not assessed	87.0%	not assessed	not assessed	not assessed
2	Practice all safety procedures when working on industrial equipment or in an industrial environment	86.0%	89.0%	88.3%	80.3%	85.7%	86.4%	not assessed
3	Have a basic knowledge of electrical, hydraulic, pneumatic and mechanical theory and be able to apply that theory to real-world applications	85.2%	91.2%	#DIV/0!	80.4%	89.0%	86.5%	86.1%
4	Know and understand industrial terminology including schematic symbols, and be able to read and interpret industrial blueprints	85.3%	88.2%	74.7%	72.2%	90.7%	87.5%	86.8%
5	Practice the proper use of test equipment when measuring industrial units such as voltage, current, resistance and rate of flow	85.0%	86.8%	87.7%	80.4%	87.8%	88.7%	86.7%
6	Show a strong foundation of basic industrial maintenance knowledge and practices for further specialized training in the field of industrial maintenance technology.	85.1%	89.7%	87.2%	76.5%	90.3%	86.0%	85.7%
7	Show skills in verbal and written communication within the industrial maintenance and automation field	82.5%	86.1%	77.8%	82.1%	81.5%	93.0%	80.2%
8	Have practical decision-making, problem-solving, and leadership skills	83.4%	98.7%	87.7%	78.2%	86.0%	86.1%	85.1%
9	Show respect for the rules, regulations, laws, competent work habits, and ethical conduct in the workplace	84.5%	89.2%	100.0%	75.4%	93.8%	86.4%	91.7%

Total % of Students Meeting Course Objectives
Benchmark 70%

Course Objectives ICA 120 FA 10		% meeting course objective			
1	Describe and demonstrate proper lifting techniques and related back safety.	82.5%			
2	Identify and demonstrate basic electrical safety methods including Lock-	85.6%			
3	Describe and demonstrate procedures for proper eye protection and eye	97.4%			
4	Describe and demonstrate proper ladder safety techniques and fall	91.2%			
5	Identify and demonstrate proper first aid techniques.	100.0%			
6	Qualify for CPR certification.	100.0%			
7	Describe proper hearing conservation and safety techniques.	93.4%			
Action Plan ICA 120					
Obj	Action proposed to improve student learning and/or teaching.	Target Date	Resources	\$ amount	High/low
	No actions proposed.				

Course Objectives ICA 125 FA 10		% meeting course objective			
1	Explain and apply Pascal's Law and Archimede's Principles.	84.3%			
2	Read and interpret diagrams of basic pneumatic and hydraulic circuits.	82.7%			
3	Create diagrams of basic pneumatic and hydraulic circuits.	100.0%			
4	Calculate the necessary size of an air receiver or hydraulic reservoir.	83.3%			
5	Describe the operation of various pneumatic and hydraulic power sources.	87.7%			
6	Test, troubleshoot, and perform preventive maintenance on air compressors, air preparation and conditioning components.	88.9%			
7	Test, troubleshoot, and perform preventive maintenance on pumps, reservoirs, accumulators, and pressure relief systems.	79.0%			
8	Test, troubleshoot, and perform preventive maintenance on control valves.	88.0%			
9	Test, troubleshoot, and perform preventive maintenance on cylinders and motors.	85.2%			
10	Test, troubleshoot, and perform preventive maintenance on electropneumatic systems.	94.4%			
11	Test, troubleshoot, and perform preventive maintenance on electrohydraulic systems.	87.7%			
12	Explain how an air over oil circuit works.	50.0%			
13	Demonstrate safe work habits.	100.0%			
14	Demonstrate proper use of an air-bound ultrasound sensing device and analysis of data.	100.0%			
Action Plan ICA 125					
Obj	Action proposed to improve student learning and/or teaching.	Target Date	Resources	\$ amount	High/low priority
12	Add to course delivery/content more instruction in this area.	FA2011	none	none	High/low priority

Course Objectives ICA 130 FA 10		% meeting course objective
1	Describe and demonstrate proper techniques of electrical safety.	93.5%
2	Demonstrate the use of Ohm's Law and power formulas.	67.1%
3	Describe basic alternating current (AC) theory.	83.3%
4	Describe basic direct current (DC) theory.	84.7%
5	Explain the difference between series and parallel connections.	67.6%
6	Identify basic electrical symbols and terminology.	100.0%
7	Describe single and three phase AC electrical theory.	78.2%
8	Demonstrate proper conductor and wire gauging methods.	75.0%
9	Evaluate efficiency of electrical machinery using basic test equipment.	100.0%

Action Plan ICA 130					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
2 & 5	With the return of ICA 140(Electricity II) to our program, a comprehensive redesign of the two classes has been completed, and it is hoped that this will allow instructors to address these areas in greater detail. We have been aware of this problem for some time, and have been working towards a solution before this assessment cycle.	New classes will be rolled out in Fall 2011.	none	none	High/low priority

Course Objectives ICA 170 SP 11		% meeting course objective
1	Identify and troubleshoot various types of industrial circuitry.	90.8%
2	Identify and troubleshoot types of commercial circuitry.	96.0%
3	Demonstrate proper techniques when engaging industrial high voltage applications.	84.6%
4	Describe single and three phase power systems including the open delta configuration.	100.0%
5	Describe basic electric motor operation.	81.5%
6	Identify six and nine lead wye and delta motor connections.	86.2%
7	Identify and properly apply various motor control devices including VFDs.	87.7%
8	Describe and apply proper motor and circuit protection.	83.1%
9	Exhibit proper electrical safety procedures including OSI-TA lock-out/tag-out.	89.6%
10	Describe and properly apply overload and overcurrent devices.	88.0%

Action Plan ICA 170					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
	No action plan necessary.				

Course Objectives ICA 190 SP 11		% meeting course objective
1	Define chemical properties of engineering materials.	88.3%
2	Define mechanical properties of engineering materials.	85.5%
3	Define and analyze methods to test strength of engineering materials.	88.7%
4	Describe heating techniques for ferrous and non-ferrous metals.	94.4%
5	Define and identify traditional manufacturing processes.	84.5%
6	Define and identify non-traditional manufacturing processes.	93.0%
7	Identify terms and theories in automated manufacturing.	78.3%
8	Identify terms and theories in computer aided manufacturing.	86.4%

Action Plan ICA 190					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
	No action plan necessary.				

Course Objectives ICA 225 SP 11		% meeting course objective			
1	Define what a programmable logic controller (PLC) is and list its advantages over relay systems. ☐	79.2%			
2	Identify the main parts of a PLC and explain their function.	95.8%			
3	Outline the basic sequence of operation for a PLC.	81.3%			
4	List and describe the functions of the hardware components used in PLC systems.	75.0%			
5	Define the Decimal, Binary, Octal, and Hexadecimal numbering systems and be able to convert from one numbering or coding system to another. ☐	79.2%			
6	Develop ladder diagrams using the Allen Bradley instruction set.	91.7%			
7	Develop and download programs to the PLC using examine on, examine off, timer, and counter instructions.	91.7%			
8	Explain the nature of process control systems.	79.2%			
9	Explain how process control signals are transmitted.	83.3%			
10	Explain the operating principles of various transducers.	79.2%			
11	Explain basic process variable measurement systems.	87.5%			
12	Identify problems and employ troubleshooting techniques in PLC ladder logic, hardware, and field devices.	91.7%			
Action Plan ICA 225					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
	No action plan necessary.				

Machine Tool Technology Program

Machine Tool Technology Program Mission Statement

The mission of the Machine Tool Technology program is to strive to provide quality, economical, accessible, and occupationally-oriented courses as related to the College and Technology Division mission statements, goals, and objectives. This program is designed to prepare students for rewarding careers in their industry.

Total % of Students Meeting Program Goals Through Combined Course Results Benchmark 70%

<i>Machine Tool Technology Program Goals</i>		<i>All MTT Courses</i>	<i>MTT 125</i>	<i>MTT 135</i>	<i>MTT 145</i>	<i>MTT 155</i>
1	Demonstrate an understanding and application of safety standards.	95.4%	95.4%	100.0%	96.7%	93.9%
2	Demonstrate knowledge of manufacturing processes.	94.1%	93.3%	94.1%	97.0%	94.2%
3	Demonstrate knowledge of machining practices.	93.9%	93.3%	94.1%	97.0%	92.9%
4	Demonstrate the ability to use precision measuring instruments.	94.1%	93.3%	94.1%	96.2%	100.0%
5	Develop general education skills in mathematics, written and oral communications, social science, and biological or physical science.	93.8%	93.3%	94.1%	96.7%	not assessed

Total % of Students Meeting Course Objectives
Benchmark 70%

Course Objectives MTT 125 FA 10		% meeting course objective			
1	Demonstrate safety practices required for the operation of manual and power equipment used in the manufacturing process.	95.4%			
2	Interpret dimensions and tolerances using standard orthographic drawings.	100.0%			
3	Perform proper quality control techniques using precision measuring equipment common to the machine tool industry.	92.6%			
4	Demonstrate the proper operation of the drill press, surface grinder, engine lathe, vertical mill, and power cut-off saws.	100.0%			
5	Calculate proper feeds and speeds needed to machine various types of metals.	92.6%			
6	Select proper cutting tools and accessories to create various machined features.	90.7%			
7	Plan proper machining sequences for manufacturing process.	91.4%			
8	Use Machinist Ready Reference to select and calculate proper mathematical formulas.	85.2%			
Action Plan MTT 125					
Obj	Action proposed to improve student learning and/or teaching.	Target Date	Resources	\$ amount	High/low
	No actions proposed.				

Course Objectives MTT 135 FA 10		% meeting course objective			
1	Demonstrate safety practices required for the operation of manual and power equipment used in the manufacturing process.	100.0%			
2	Define CNC machine code meanings and their proper uses.	93.8%			
3	Prepare a manual program to perform common CNC operations.	100.0%			
4	Set-up and operate table top 3-Axis CNC Mill.	100.0%			
5	Select proper sequence of tooling and machining operations.	100.0%			
6	Interpret mechanical drawings to ascertain machining operations required to process a machined part.	81.3%			
7	Demonstrate use of linear and circular interpolation using Cartesian coordinate system.	87.5%			
8	Demonstrate the use of Canned cycles.	91.7%			
Action Plan MTT 135					
Obj	Action proposed to improve student learning and/or teaching.	Target Date	Resources	\$ amount	High/low
	No actions proposed.				

Course Objectives MTT 145 SP11		% meeting course objective			
1	Demonstrate a working knowledge of CAM software in the production of 2D engineering drawings.	96.7%			
2	Create proper sequencing of machine operations to complete manufactured CNC parts.	100.0%			
3	Write a basic CAM Mill and Lathe CAM program using industry standard tooling.	93.3%			
4	Identify and apply the proper use of precision inspection instruments.	90.0%			
5	Set-up and operate tabletop CNC Milling machine to produce machined parts programmed on CAM software.	96.7%			
Action Plan MTT 145					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
	No action plan necessary.				

Course Objectives MTT 155 SP 11		% meeting course objective			
1	Read and interpret mechanical drawings.	88.9%			
2	Measure Parts within .001" using a variety of precision measurement tools.	100.0%			
3	Sharpen cutting tools to perform a variety of machining operations.	97.2%			
4	Operate drill presses.	97.2%			
5	Operate manual lathes and their accessories.	91.7%			
6	Operate surface grinders.	91.7%			
7	Operate different types of manual milling machines and their accessories.	97.2%			
8	Operate CNC milling machine and its accessories.	95.8%			
Action Plan MTT 155					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
	No action plan necessary.				

Turf and Landscape Management Program

Turf and Landscape Management Program Mission Statement

The mission of the Turf and Landscape Management Program is to provide accessible, high-quality instruction that promotes student learning and prepares students to be knowledgeable, skilled, qualified, and employable graduates for professional careers in the rapidly changing land care industry.

Total % of Students Meeting Program Goals Through Combined Course Results Benchmark 70%

<i>Turf and Landscape Management Program Goals</i>		<i>All TLM Courses</i>	<i>TLM 112</i>	<i>TLM 113</i>	<i>TLM 114</i>	<i>TLM 180</i>	<i>TLM 185</i>	<i>TLM 190</i>
1	Develop employability and work-readiness skills.	91.7%	93.3%	83.8%	93.5%	92.7%	92.9%	91.5%
2	Students will be efficient at entry-level skills for all areas of landscape management.	91.5%	93.3%	83.8%	not assessed	92.7%	92.9%	91.5%
3	Preparation of computer skills, technical communication, critical thinking and problem-solving abilities.	91.6%	93.3%	80.4%	93.5%	97.2%	92.9%	90.9%
4	Knowledge of equipment operations and safety.	88.5%	not assessed	79.4%	not assessed	not assessed	92.1%	90.9%
5	Understanding of the economical and environmental aspects of the industry.	91.0%	91.7%	80.4%	93.5%	97.2%	92.9%	90.9%

Total % of Students Meeting Course Objectives
Benchmark 70%

Course Objectives TLM 112 FA 10		% meeting course objective			
1	Describe plant morphology, classification, and nomenclature.	98.3%			
2	Identify woody ornamentals used in the landscape.	97.4%			
3	Identify maintenance requirements of woody ornamentals in the landscape.	87.1%			
4	Describe the function, growth habit, and the uses of woody ornamentals in the landscape.	87.5%			
Action Plan TLM 112					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
	No actions proposed.				

Course Objectives TLM 113 SP 11		% meeting course objective			
1	Identify common agricultural pests and their treatment	82.4%			
2	Describe how to properly apply pesticides to all types of agriculture pests.	82.4%			
3	Demonstrate and implement an integrated pest management plan.	76.5%			
4	Pass the pesticide applicators test given by the Missouri Department of Agriculture.	94.1%			
Action Plan TLM 113					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
	No action plan necessary.				

Course Objectives TLM 114 FA 10		% meeting course objective			
1	Explain the impacts of the landscape and agriculture industries as they pertain to water, air, and land pollution.	94.1%			
2	Identify alternative energy sources that are used in the landscape and agriculture industries.	90.2%			
3	Identify the different areas of the landscape and agriculture industries to determine the various methods of improving the environment.	96.1%			
Action Plan TLM 114					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
	No actions proposed.				

Course Objectives TLM 180 FA 10		% meeting course objective			
1	Identify major parts and the functions of a plant.	88.9%			
2	Describe how plants make food and reproduce.	88.9%			
3	Explain and demonstrate plant growth and propagation techniques.	100.0%			
4	Describe soil formation and related characteristics.	87.7%			
5	Analyze soil information to judge suitability for different land use applications.	94.3%			
6	Apply and interpret plant food needs.	100.0%			
Action Plan TLM 180					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
	No action plan necessary.				

Course Objectives TLM 185 SP 11		% meeting course objective			
1	Design a residential irrigation system.	96.9%			
2	Perform basic irrigation installation techniques.	87.9%			
3	Troubleshoot electrical problems using a volt/ohms meter.	100.0%			
4	Winterize an existing irrigation system.	93.9%			
5	Schedule an irrigation system for water efficiency.	100.0%			
6	Calculate pipe sizes, flow rates, and pressure loss of an irrigation system.	78.8%			
Action Plan TLM 185					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
	No action plan necessary.				

Course Objectives TLM 190 SP 11		% meeting course objective			
1	Identify the different techniques to construct, renovate and provide maintenance of a turf area.	92.3%			
2	Properly identify turf and the diseases or problems related to them.	89.7%			
3	Define growth requirements, irrigation, and weed control.	92.5%			
4	Establish a stand of turfgrass.	88.0%			
Action Plan TLM 190					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority

Welding Technology Program

Welding Technology Program Mission Statement

The mission of the Welding Technology program at Ozarks Technical Community College is to provide students with the necessary skills and knowledge to obtain employment as a welder/fabricator in a manufacturing, structural, or architectural environment. The application of welding/fabricating standards and skills will be examined with the study of basic to advanced welding and metalworking projects. The program uses the American Welding Society and the aid of a technical advisory committee to develop course content and competencies that will provide students with the knowledge and skills necessary to be successful in the welding and fabrication industry.

Total % of Students Meeting Program Goals Through Combined Course Results Benchmark 70%

<i>Welding Technology Program Goals</i>		<i>All WLD Courses</i>	<i>WLD 111</i>	<i>WLD 112</i>	<i>WLD 113</i>	<i>WLD 114</i>	<i>WLD 221</i>	<i>WLD 223</i>
1	Develop respect for rules, regulations, laws, competent work habits, and ethical conduct.	95.9%	98.1%	93.8%	100.0%	92.3%	98.4%	98.8%
2	Identify the careers available in the welding technology field.	not assessed	not assessed	not assessed	not assessed	not assessed	not assessed	not assessed
3	Posses good verbal and written communication skills.	94.7%	not assessed	96.9%	not assessed	93.2%	not assessed	not assessed
4	Have practical decision making, problem solving, and leadership skills.	94.6%	not assessed	not assessed	96.7%	92.3%	98.4%	96.1%
5	Be familiar with terminology, skills, techniques, and equipment present in industry.	95.7%	97.8%	95.2%	97.6%	92.3%	98.4%	not assessed
6	Produce complete projects using appropriate welding techniques.	95.8%	97.8%	not assessed	97.6%	92.3%	98.4%	not assessed
7	Possess strong math skills as related to the welding industry.	100.0%	not assessed	not assessed	100.0%	not assessed	not assessed	not assessed
8	Obtain and maintain employment as a welder/fabricator.	93.9%	not assessed	not assessed	not assessed	92.0%	98.4%	not assessed

**Total % of Students Meeting Course Objectives
Benchmark 70%**

Course Objectives WLD 111 FA 10		% meeting course objective			
1	Demonstrate welding safety practices	99.1%			
2	Cut with oxy-fuel cutting process	99.6%			
3	Cut with the plasma cutting process	94.2%			
4	Cut with the carbon arc cutting process	99.1%			
5	Weld beads with the shielded metal arc welding process	98.2%			
Action Plan WLD 111					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
	No action proposed.				

Course Objectives WLD 112 SP 11		% meeting course objective			
1	Demonstrate the ability to read and understand technical writing.	93.8%			
2	Demonstrate communication skills.	100.0%			
3	Demonstrate knowledge of basic electrical fundamentals, as applied in welding.	90.0%			
4	Perform welds on various joints in all welding positions.	96.6%			
Action Plan WLD 112					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
	No action plan necessary.				

Course Objectives WLD 113 FA 10		% meeting course objective
1	Demonstrate safety practices within the welding industry.	100.0%
2	Demonstrate the ability to solve mathematical problems that are encountered in the welding industry.	100.0%
3	Interpret shop drawings.	100.0%
4	Demonstrate the ability to fabricate items from shop drawings.	93.5%
5	Demonstrate the ability to perform welds with gas metal arc welding.	97.6%
6	Demonstrate the ability to perform welds with flux cored arc welding processes.	99.2%

Action Plan WLD 113					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
	No action proposed.				

Course Objectives WLD 114 SP 11		% meeting course objective
1	Inspect and test welds.	93.2%
2	Weld joints on carbon steel.	92.7%
3	Weld joints on stainless steel.	92.2%
4	Weld joints on aluminum.	91.4%

Action Plan WLD 114					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
	No action plan necessary.				

Course Objectives WLD 221 FA 10		% meeting course objective
1	Demonstrate a knowledge of welding safety practices.	98.4%
2	Demonstrate the ability to set up and perform cutting of pipe and plate using an oxy-fuel gas cutting torch.	100.0%
3	Demonstrate the ability to set up and perform cutting of pipe and plate using plasma arc cutting process.	100.0%
4	Demonstrate the ability to set up and perform cutting of pipe and plate using a carbon arc gouger.	100.0%
5	Apply the shielded metal arc welding process to stainless steel.	94.8%
6	Apply the shielded metal arc welding process to carbon steel pipe and plate.	100.0%

Action Plan WLD 221					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
	No action proposed.				

Course Objectives WLD 223 SP 11		% meeting course objective
1	Demonstrate employability skills.	98.8%
2	Fillet welds on carbon steel using self-shielded electrodes.	93.7%
3	Weld groove and fillet welds on carbon steel using gas-shielded electrodes.	95.2%

Action Plan WLD 223					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
	No action plan necessary.				

TRANSPORTATION DEPARTMENT

ABR, AUM, DSL

Program and Course Level Assessment of Student Learning Results

2010-2011

Auto Collision Repair Technology Program

Auto Collision Repair Technology Program Mission Statement

Auto Collision Repair's mission is to provide students with a positive learning environment that will present the opportunity for every student to fulfill his or her potential within the Collision Repair field, thus ensuring each student the opportunity to become a productive citizen in his or her community.

Total % of Students Meeting Program Goals Through Combined Course Results

Benchmark 70%

<i>Auto Collision Repair Technology Program Goals</i>		<i>All ABR Coursed</i>	<i>ABR 100</i>	<i>ABR 110</i>	<i>ABR 113</i>	<i>ABR 245</i>	<i>ABR 248</i>
1	Students will apply knowledge of industry resources to diagnose and repair vehicles.	93.7%	91.0%	98.6%	93.0%	97.5%	89.1%
2	Students will develop manipulative skills necessary to perform entry level vehicle repairs.	94.3%	94.3%	98.6%	93.0%	97.5%	89.1%
3	Students will be introduced to common and safe shop practices, including personal safety and the handling of hazardous materials.	94.8%	94.8%	98.8%	94.0%	97.5%	89.1%
4	Students develop skills to become a responsible and ethical employee (employability skills).	94.5%	85.7%	98.6%	not assessed	97.5%	89.1%

**Total % of Students Meeting Course Objectives
Benchmark 70%**

Course Objectives ABR 100 FA 10		% meeting course objective			
1	Apply safety procedures necessary in the auto collision repair industry.	98.1%			
2	Demonstrate metal straightening techniques.	97.2%			
3	Demonstrate body filling techniques.	88.0%			
4	Determine need and demonstrate ability to replace non-structural parts.	87.5%			
5	Identify employment opportunities in the auto collision repair industry.	85.7%			
Action Plan ABR 100					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
3 & 4	Class 101 had unmotivated students, the poor outcomes in obj 3 and 5 were measures at the unit level. Students improved at the final.				
	No actions taken.				

Course Objectives ABR 110 FA 10		% meeting course objective			
1	Identify and demonstrate proper safety procedures used in auto refinishing.	100.0%			
2	Identify and demonstrate sub-strate preparation and removal.	100.0%			
3	Identify and demonstrate proper undercoat system application.	97.8%			
4	Demonstrate removal of surface imperfections.	99.3%			
5	Identify refinishing equipment and uses.	97.1%			
Action Plan ABR 110					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
	No actions proposed.				

Course Objectives ABR 113 FA 10		% meeting course objective
1	Apply safety procedures necessary in the auto collision repair industry.	100.0%
2	Demonstrate plasma cutting techniques.	95.3%
3	Demonstrate oxy-acetylene techniques.	90.4%
4	Construct butt-joint with backing as measured by I-CAR standards.	92.6%
5	Construct fillet weld lap joint.	92.6%
6	Construct plug weld.	92.6%
7	Demonstrate resistance welding techniques.	95.0%
8	Demonstrate pulse MIG aluminum welding techniques.	92.3%

Action Plan ABR 113					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
	No actions proposed.				

Course Objectives ABR 245 SP 11		% meeting course objective
1	Identify proper safety procedures in a lab setting.	99.2%
2	Apply proper safety procedures while engaged in the workplace setting.	95.9%
3	Inspect and analyze structural damage.	97.5%
4	Repair structural damage.	97.4%

Action Plan ABR 245					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
	No action plan necessary.				

Course Objectives ABR 248 SP 11		% meeting course objective
1	Identify proper safety procedures in a lab setting.	86.4%
2	Apply proper safety procedures while engaged in the workplace setting.	94.3%
3	Demonstrate the proper technique for matching, mixing and applying paint.	88.4%
4	Identify and solve paint application problems.	89.3%

Action Plan ABR 248					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
	No action plan necessary.				

Automotive Technology Program

Automotive Technology Program Mission Statement

The mission of the Auto Collision Repair program at Ozarks Technical Community College is to provide students with the necessary knowledge and skills to diagnose and repair automobiles in various entry-level automotive specialty positions. The program uses as a guide the National Automotive Technicians Education Foundation (Automotive Service Excellence) guidelines with the aid of a technical advisory committee to develop course content and a competency list that will provide the student with the knowledge and skills to be successful in the automotive industry.

Total % of Students Meeting Program Goals Through Combined Course Results Benchmark 70%

<i>Automotive Technology Program Goals</i>		<i>All AUM Courses</i>	<i>AUM 110</i>	<i>AUM 121</i>	<i>AUM 171</i>	<i>AUM 175</i>	<i>AUM 210</i>	<i>AUM 215</i>
1	Students practice safety by selecting appropriate attire, handling materials properly, and correctly using tools and equipment.	89.1%	96.8%	93.4%	91.5%	85.0%	91.3%	not assessed
2	Identify the careers available in the automotive technology field.	91.5%	not assessed	93.4%	not assessed	not assessed	91.3%	not assessed
3	Develop respect for rules, regulations, laws, competent work habits, and ethical conduct.	88.8%	not assessed	93.4%	not assessed	85.0%	91.3%	not assessed
4	Demonstrate practical decision-making, problem-solving, and leadership skills.	88.1%	93.6%	93.4%	79.6%	85.0%	91.3%	90.8%
5	Demonstrate familiarity with terminology, skills, materials, tools, and equipment used in automotive technology.	88.1%	93.6%	93.4%	79.6%	85.0%	91.3%	90.8%
6	Select, inspect, and maintain the proper tools and equipment for specific job performance.	88.1%	93.6%	93.4%	79.6%	85.0%	91.3%	90.8%
7	Demonstrate knowledge of when, how, and why to remove or replace parts.	88.1%	93.6%	93.4%	79.6%	85.0%	91.3%	90.8%
8	Demonstrate a strong foundation for furthering training in the field of automotive technology.	88.8%	not assessed	93.4%	not assessed	85.0%	91.3%	not assessed

**Total % of Students Meeting Course Objectives
Benchmark 70%**

Course Objectives AUM 110 FA 10		% meeting course objective			
1	Apply safety procedures necessary in the automotive repair industry.	96.8%			
2	Explain the theory and operation of an internal combustion engine.	95.9%			
3	Demonstrate the ability to remove and install a cylinder head and perform valve train adjustments.	96.8%			
4	Demonstrate the ability to clean and inspect an engine block.	90.8%			
5	Explain the purpose and operation of the lubrication and cooling systems.	96.2%			
6	Demonstrate the ability to completely disassemble and reassemble a gasoline engine while measuring each component and comparing with its specifications.	93.8%			
Action Plan AUM 110					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
	No actions proposed.				

Course Objectives AUM 121 SP 11		% meeting course objective
1	Determine and diagnose general engine condition.	92.6%
2	Explain the theory and operation of distributor type ignition systems.	92.6%
3	Explain the theory and operation of basic fuel systems.	98.1%
4	Diagnose and repair problems within the exhaust system.	88.9%
5	Explain theory and operation of the positive crankcase ventilation.	83.3%
6	Diagnose and repair problems within the lubrication and cooling systems.	96.3%
7	Perform basic engine tests such as compression test, cylinder leakage test, chemical block test, etc.	96.3%
8	Perform valve adjustments on both overhead valve (OHV) and overhead Cam (OHC) engines.	98.1%
9	Remove and install both timing belts and timing chains on a gasoline engine.	94.4%

Action Plan AUM 121					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
	No correction actions are necessary.				

Course Objectives AUM 171 FA 10		% meeting course objective
1	Apply proper safety procedures necessary in the automotive repair industry.	91.5%
2	Demonstrate the ability to diagnosis, repair or service basic electrical systems.	83.5%
3	Demonstrate the ability to inspect and service batteries per ASE standards.	82.3%
4	Demonstrate the ability to diagnose, repair or service starting system per ASE standards.	75.2%
5	Demonstrate the ability to diagnose, repair or service charging system per ASE standards.	76.4%

Action Plan AUM 171					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
	No actions proposed.				

Course Objectives AUM 175 SP 11		% meeting course objective
1	Demonstrate the ability to diagnose and repair lighting systems.	88.1%
2	Demonstrate the ability to diagnose function of gauges.	85.3%
3	Demonstrate the ability to diagnose and repair warning devices.	74.6%
4	Demonstrate the ability to diagnose driver information systems.	87.6%
5	Demonstrate the ability to diagnose and repair horn and wiper/washer systems.	85.3%
6	Demonstrate the ability to diagnose and repair safety equipment.	84.7%
7	Demonstrate the ability to diagnose and repair accessories.	86.9%
8	Demonstrate the ability to diagnose body computers and networking.	81.4%
9	Demonstrate the ability to diagnose and repair advanced lighting circuits and electronic instrumentation.	90.4%

Action Plan AUM 175					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
	No Action Plan Necessary				

Course Objectives AUM 210 SP 11		% meeting course objective			
1	Identify proper safety procedures in a lab setting.	93.3%			
2	Apply proper safety procedures while engaged in the workplace setting.	92.6%			
3	Test, diagnose and repair brake hydraulic system, including high pressure system testing of various valves and components	90.4%			
4	Diagnose and repair problems with disc brakes.	89.4%			
5	Diagnose and repair problems with drum brakes.	91.1%			
6	Identify and explain brake power assist units including integral and non integral systems and power steering related testing.	90.8%			
7	Diagnose issues with miscellaneous components including, but not limited to, wheel bearings, parking brake, electrical, electronic, and otherwise brake specific sensors	91.2%			
8	Explain anti-lock brake systems to include domestic and import car brake system theory and, as available, like and kind systems lab experience.	92.1%			
9	Explain hydraulic and electrical theory as represented in task requirement by ASE.	90.9%			
Action Plan AUM 210					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
	No Action Plan Necessary				

Course Objectives AUM 215 FA 10		% meeting course objective			
1	Perform general suspension and steering system diagnosis.	93.5%			
2	Perform steering system applications; repair and service of (SRS) Air Bag Systems; steering column check, align, and repair.	90.3%			
3	Perform steering linkage service and repair including rack and pinion steering.	82.7%			
4	Perform a complete front suspension check and evaluation while using the brake system Dynamic Test Lane.	93.5%			
5	Replace, maintain and service hydraulic, gas charged and electronic and air suspension dampers, struts, and related assemblies.	86.1%			
6	Perform wheel alignment diagnosis, adjustment, and repair.	93.9%			
7	Demonstrate computerized four-wheel alignment.	95.7%			
8	Explain the specifics of tires, wheels, and dynamic wheel force and balance with emphasis on safe handling.	96.8%			
9	Inspect and test tire pressure monitoring devices.	79.5%			
Action Plan AUM 215					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
9	Obj 9 need later model vehicles to practice this lab for repeatability.				

Diesel Technology Program

Diesel Technology Program Mission Statement

The mission of the Diesel Technology Program is to provide students with the necessary knowledge and skills to be successful in the careers within the diesel repair industry.

Total % of Students Meeting Program Goals Through Combined Course Results Benchmark 70%

<i>Diesel Technology Program Goals</i>		<i>All DSL Courses</i>	<i>DSL 105</i>	<i>DSL 112</i>	<i>DSL 115</i>	<i>DSL 171</i>	<i>DSL 205</i>	<i>DSL 215</i>
1	Students practice safety by selecting appropriate attire, handling materials properly, and correctly using tools and equipment.	92.7%	90.5%	97.3%	96.4%	92.2%	100.0%	85.2%
2	Identify the careers available in the automotive technology field.	88.2%	not assessed	not assessed	not assessed	91.3%	not assessed	85.2%
3	Develop respect for rules, regulations, laws, competent work habits, and ethical conduct.	89.3%	not assessed	86.6%	not assessed	91.3%	100.0%	85.2%
4	Demonstrate practical decision-making, problem-solving, and leadership skills.	85.2%	83.8%	86.6%	88.7%	91.3%	77.6%	85.2%
5	Demonstrate familiarity with terminology, skills, materials, tools, and equipment used in automotive technology.	85.5%	83.8%	88.5%	88.7%	91.3%	77.6%	85.2%
6	Select, inspect, and maintain the proper tools and equipment for specific job performance.	85.5%	83.8%	88.5%	88.7%	91.3%	77.6%	85.2%
7	Demonstrate knowledge of when, how, and why to remove or replace parts.	85.5%	83.8%	88.5%	88.7%	91.3%	77.6%	85.2%
8	Demonstrate a strong foundation for furthering training in the field of automotive technology.	81.1%	not assessed	89.4%	not assessed	not assessed	77.6%	85.2%

**Total % of Students Meeting Course Objectives
Benchmark 70%**

Course Objectives DSL 105 FA 10		% meeting course objective			
1	Identify proper safety procedures in a lab setting.	90.5%			
2	Identify diesel engine applications and advantages of a diesel engine.	87.1%			
3	Demonstrate the ability to repair fuel systems.	84.4%			
4	Identify diesel engine components.	84.7%			
5	Demonstrate the ability to describe construction and basic design of diesel	83.2%			
6	Demonstrate the ability to test intake,turbo and supercharging systems.	83.0%			
7	Demonstrate the ability to disassemble and reassemble various diesel engines.	85.7%			
Action Plan DSL 105					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
	No actions proposed.				

Course Objectives DSL 112 SP 11		% meeting course objective			
1	Identify proper safety procedures in a lab setting	100.0%			
2	Apply proper safety procedures while engaged in the workplace setting	89.4%			
3	Explain the operation of diesel brakes	89.2%			
4	List components of supply, delivery, and foundation of brakes	83.2%			
5	Describe the operation of the brake systems	89.1%			
6	Name and identify the valves in the brake systems	76.1%			
7	Repair and service all air and hydraulic brakes	92.7%			
Action Plan DSL 112					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
	No actions proposed.				

Course Objectives DSL 115 FA 10		% meeting course objective
1	Identify proper safety procedures in a lab setting.	96.4%
2	Demonstrate preventive maintenance service on diesel engines.	87.5%
3	Demonstrate preventive maintenance service on diesel trailers.	79.2%
4	Demonstrate preventive maintenance inspection on a fuel system.	90.5%
5	Demonstrate preventive maintenance on air induction and exhaust systems.	100.0%
6	Demonstrate preventive maintenance on cooling systems.	89.3%
7	Demonstrate preventive maintenance on lubrication systems.	94.0%

Action Plan DSL 115					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
3	obj 3 were questions on trailers taken out of the book. Students didn't study. Concepts taught in class. student retention is low due to brief coverage of this objective. No actions are planned.				

Course Objectives DSL 171 FA 10		% meeting course objective
1	Identify proper safety procedures in a lab setting.	100.0%
2	Identify proper safety procedures while engaged in a work place setting.	89.6%
3	Demonstrate ability to inspect and service basic electrical systems.	95.8%
4	Demonstrate ability to inspect and service batteries.	90.6%
5	Demonstrate ability to inspect and service starting systems.	87.5%
6	Demonstrate ability to inspect and service charging systems.	not assessed

Action Plan DSL 171					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
	No actions proposed.				

Course Objectives DSL 205 SP 11		% meeting course objective
1	Identify proper safety procedures in a lab setting	100.0%
2	Apply proper safety procedures while engaged in the workplace setting	100.0%
3	Perform cylinder head and valve train diagnostics	85.7%
4	Perform engine block diagnostics	79.0%
5	Perform lubrication and cooling system diagnostics	71.4%
6	Perform air induction system diagnostics	75.0%

Action Plan DSL 205					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
	No action plan is necessary.				

Course Objectives DSL 215 SP 11		% meeting course objective
1	Diagnose and repair suspension systems on diesel vehicles	86.8%
2	Diagnose and repair both manual and power steering systems	90.4%
3	Diagnose and repair steering linkage	80.6%

Action Plan DSL 215					
Obj #	Action proposed to improve student learning and/or teaching.	Target Date	Resources needed	\$ amount requested	High/low priority
	No action plan is necessary.				