ANNUAL SLOA SUMMARY

Division: TCS

Academic Year: 2011-2012

1. Please describe the progress made on master syllabi. (What is the percentage of master syllabi on file with the Academic Affairs Office for the courses in your division? What is the percentage of master syllabi that include outcomes and assessment procedures? Do all faculty, full and part-time, use the master syllabus to develop course guides?)

   a. All, 100%, Master Syllabi are complete; all syllabi have been sent to Jackie Griggs.
   b. Out of 112 courses, two courses, ELE 210 and ELE 215, do not contain outcomes and assessments. (1%)
   c. Yes, full and part-time faculty uses the master syllabus to develop course guides.

2. Please describe the progress made on creating Course Outcome Guides. (What is the percentage of courses with COGs in your division? What courses need to have COGs developed? What are the obstacles to completing these COGs? What is your plan/timeline for completing this work?)

   a. Six ELE courses (ELE 101, 103, 205, 210, 215, 235) do not contain Course Outcome Guides. This represents 5% of the courses in the TCS division that are in need of Course Outcome Guides.
   b. Ninety-five percent of the courses in the TCS division have COGs.
   c. The new faculty member, Robert Fergesen, will develop the COGs during the 2012-2013 academic calendar year. The oversight of the development of COGs of this program was due to the fact that R. Fergesen began employment mid-year and also, that the expectations of the SLOA committee were not shared with him. To my knowledge, the SLOA committee was inactive during this academic year.

3. Please describe how course outcomes are being assessed. (What assessment instruments are being used? What’s the data showing? How is data being used to improve teaching and learning? Where/how is the data stored?)

   a. Graded projects
   b. In-class lab exercises
   c. Exams
   d. Online quizzes
   e. Research and special projects
   f. Portfolios
   g. Annually faculties use the process of the Course Outcome Guide to record assessment, validation and results of follow-up.
   h. Data is stored in the TCS/SLOA folder on the Y drive.
4. Please describe the progress made on creating Program Outcome Guides. (What is the percentage of programs with POGs in your division? What programs need to have POGs developed? What are the obstacles to completing these POGs? What is your plan/timeline for completing this work?)
   a. There are 16 programs that offer AAS and AS degrees in the TCS division. (MET, MET/CAD, AET, CYB AS, CYB, IST CF, IST CCS, IST NA, GDT AS, GDT, INT, WEB, IST SDE, TRK, DIPC, CS) All programs have POGs developed except for Digital Instrumentation and Process Control. Six percent of the division lacks a POG.
   b. The oversight of the development of the POG for this program was due to the fact that R. Fergusen began employment mid-year and also, that the expectations of the SLOA committee were not shared with him. To my knowledge, the SLOA committee was inactive during this academic year.
   c. The new faculty member, Robert Fergusen, will develop the POG during the 2012-2013 academic calendar year.

5. Please describe how program outcomes are being assessed. (Have course matrices been developed for all programs? What assessment instruments are being used? What’s the data showing? How is data being used to improve teaching and learning? Where/how is the data stored?)
   a. All programs, except for DIPC, have developed a POG matrix. The spreadsheet that houses this matrix contains three tabs, Learning Goals, Outcome Matrix and Program to Course Matrix. An example of one is attached to this report.
   b. The third tab, Program to Course Matrix, describes the assessment instruments used.
   c. Another document, Program Outcomes Guide, word document is used to analyze actions to be taken to improve teaching and learning. An example of this document is attached to this report.
   d. Data is stored in the TCS/SLOA folder on the Y drive.

6. Please describe the progress made on General Education Outcomes Assessment. (Do all the general education courses in your division have common outcomes listed by discipline area on the syllabus? What courses need to have common outcomes developed? What are the obstacles to completing these common outcomes? What is your plan/timeline for completing this work? Do all the general education courses in your division have a common assessment procedure? What courses need to have a common assessment procedures developed? What are the obstacles to completing these common assessment procedures? What is your plan/timeline for completing this work?)
   a. The TCS division offers three General Education Information Literacy courses, IST 102, GDT 112, and WEB 101.
   b. The common outcomes for this category are:
i. Compare, contrast and select appropriate technology to enhance personal and professional tasks.

ii. Critically evaluate data through technology resources.

iii. Process and communicate information through technology resources.

iv. Evaluate and employ safe computing practices.

c. Each course uses a different assessment tool to evaluate the outcomes for this category.

7. Please describe how general education course outcomes are being assessed. (What assessment instruments are being used? What's the data showing? How is data being used to improve teaching and learning? Where/how is the data stored?)

   a. An extensive spreadsheet has been developed for the computation of the outcomes for these classes.