



Institutional Effectiveness  
Planning Unit Reports  
2014-15



## Table of Contents

The College as a Whole.....	6
Office of the President.....	8
Board of Regents.....	10
Executive Council .....	12
Abilene Education Center (AEC) .....	14
AEC - Food Service - Java City - Dupree .....	16
AEC - Food Service - Java City - Tonkovich.....	18
AEC - Information and Reception .....	20
AEC - Maintenance & Physical Plant.....	22
AEC - Operations.....	24
AEC - P16 Council .....	26
Workforce & Economic Development – Biotechnology .....	28
Workforce & Economic Development – Continuing Education.....	34
Workforce & Economic Development – Fire Academy .....	37
Athletics Programs and Facilities .....	41
Athletics - Athletic Training.....	43
Athletics - Men's Baseball.....	45
Athletics - Men's Football.....	47
Athletics - Women's Volleyball .....	49
Athletics - Women's Basketball .....	51
Athletics - Women's Soccer .....	53
Athletics - Women's Softball.....	55
Business Services .....	57
Business Services – Accounting .....	59
Business Services – Accounts Payable .....	61
Business Services – Bookstore .....	63
Business Services – Business Office .....	65
Business Services – Human Resources .....	68
Business Services – Print Shop.....	70
Development .....	72
Information Technology (IT) .....	75
Institutional Research, IE and Strategic Planning .....	79
Instruction.....	82
Ag & Industrial Technology – Agriculture Dept .....	84
Ag & Industrial Technology – Auto Tech Dept.....	86
Ag & Industrial Technology – Industrial Tech Dept .....	88

Ag & Industrial Technology – Management Dept .....	90
Ag & Industrial Technology – Real Estate Dept .....	95
Ag & Industrial Technology – Refrigeration/AC Dept .....	97
Ag & Industrial Technology – Welding Dept .....	99
Allied Health – Medical Assisting Dept .....	101
Allied Health – Pharmacy Tech Dept .....	103
Allied Health – Respiratory Therapy Dept .....	105
Allied Health – Surgical Tech Dept .....	108
Developmental & Education - Developmental Math Dept.....	110
Developmental & Education - Developmental Reading Dept .....	112
Developmental & Education - Developmental Writing Dept .....	114
Instruction - Developmental & Education Division.....	116
Developmental & Education - Education.....	118
Developmental & Education - QEP .....	121
Instruction – Distance Education & eLearning.....	123
Instruction – Dual Credit.....	125
Instruction – Kinesiology Division-Hughes.....	128
Instruction – Kinesiology Division-Moore.....	134
Instruction – Kinesiology -Band .....	136
Instruction – Language & Communication Division.....	138
Instruction – Language & Communication Division...Writing Center.....	140
Instruction - Library-Bingham .....	142
Instruction - Library-Speer .....	144
Instruction - Math & Business Division.....	146
Math & Business – Accounting Dept .....	149
Math & Business – Business & Computer Information Systems Dept.....	153
Math & Business – Business Dept.....	156
Math & Business – Mathematics Dept .....	160
Instruction - Natural Science Division.....	164
Instruction - Nursing Division.....	166
Public Service Division .....	168
Public Service - Art .....	170
Public Service - Childcare & Early Childhood .....	172
Public Service - Cosmetology Dept .....	174
Public Service - Criminal Justice.....	177
Public Service - Drama .....	179
Public Service - Fire Technology.....	181
Public Service - Homeland Security .....	183

Public Service - Music .....	185
Instruction - Social Science Division.....	187
Social Science – Economics Dept .....	189
Social Science – Government Dept-Andreatta .....	193
Social Science – Government Dept-Caraway.....	197
Social Science – Government Dept-Kennedy-1 .....	199
Social Science – Government Dept-Kennedy-2 .....	201
Social Science – Government Dept-Kennedy-3 .....	203
Social Science – Government Dept-Trussell .....	205
Social Science – Government Dept-Wiegand .....	208
Social Science – History Dept-Hale .....	213
Social Science – History Dept-Caraway.....	215
Social Science – History Dept-Harrison.....	217
Social Science – History Dept-Matthews .....	219
Social Science – History Dept-Tate .....	222
Social Science – Philosophy Dept-Cooksey.....	224
Social Science – Psychology Dept-Bartee .....	227
Social Science – Psychology Dept-Gates.....	239
Social Science – Psychology Dept-Peterson.....	248
Social Science – Psychology Dept-Wright.....	251
Social Science – Sociology Dept-Shoemake .....	255
Instruction - Virtual College of Texas .....	260
Maintenance & Physical Plant-Cisco.....	262
Media Marketing and Public Relations.....	264
SACS Accreditation.....	267
Student Services .....	269
Student Services - Counseling.....	273
Student Services - Counseling - Veterans Services .....	275
Student Services - Financial Aid .....	277
Student Services – Food Service-Dining Hall-Cisco .....	279
Student Life - Snack Bar .....	281
Student Life - Student Activities .....	283
Student Success Programs.....	285
Student Success Programs-Tutoring .....	287



<b>Timestamp</b>	8/25/2015
<b>Username</b>	bobby.smith@cisco.edu
<b>Submitted by</b>	Bobby Smith
<b>Planning Unit</b>	<b>The College as a Whole</b>
<b>Outcomes</b>	>The College's Strategic Plan for 2008-2015 is the overriding guide of the College's outcomes.
<b>Assess the extent to which the outcomes were achieved.</b>	>There is a column in the Strategic Plan spreadsheet "Progress to date" which details the achievements toward improvement and outcome achievement.
<b>Data</b>	: <a href="https://docs.google.com/a/cisco.edu/spreadsheets/d/1XX4nje1_1nSLKkyfxj4YMup9dsMucoBVcdBrPQT_Psl/edit?usp=sharing">https://docs.google.com/a/cisco.edu/spreadsheets/d/1XX4nje1_1nSLKkyfxj4YMup9dsMucoBVcdBrPQT_Psl/edit?usp=sharing</a>
<b>How your unit will use this data for improving results.</b>	>Work will continue toward meeting the priorities of the Strategic Plan 2008-2015 as detailed in the spreadsheet.
<b>Does this year's data indicate changes or improvements from last year? Explain.</b>	>Significant progress has been accomplished in the arena of institutional effectiveness in terms of a new approach which is more focused on improvement in daily activities.
<b>Do you need assistance with identifying outcomes or gathering assessment data?</b>	Yes
<b>Is the plan outcomes based? (1st submission)</b>	Y
<b>Is the plan data driven? (1st submission)</b>	
<b>Is the plan ongoing and evolving? (1st submission)</b>	
<b>Are the results being used? (1st submission)</b>	
<b>Comment - 1st submission</b>	No comment (?)

<b>Updated</b>	Not received
<b>Is the plan outcomes based? (2nd submission)</b>	
<b>Is the plan data driven? (2nd submission)</b>	
<b>Is the plan ongoing and evolving? (2nd submission)</b>	
<b>Are the results being used? (2nd submission)</b>	
<b>Comment - Updated submission</b>	

<b>Timestamp</b>	4/16/2015
<b>Username</b>	bobby.smith@cisco.edu
<b>Submitted by</b>	Bobby Smith
<b>Planning Unit</b>	<b>Office of the President</b>
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>&gt;Enhance enrollment.</li> <li>&gt;Communication improvements</li> <li>&gt;Nursing program improvements</li> <li>&gt;Start-up quality rodeo program</li> </ul>
<b>Assess the extent to which the outcomes were achieved.</b>	<ul style="list-style-type: none"> <li>&gt;Enrollment has not yet improve compared to the prior year semester. Therefore, implementation of grassroot efforts will be begun and continued; such as, face-to-face meetings with dual credits schools, contacting students by phone, letters, emails, etc.</li> <li>&gt;Emails to all employees of the summary outline of each Ex. Council meeting. Faculty-staff meetings after each Board meeting during the long semesters.</li> <li>&gt;The ADN program received notice of a change from Initial Approval status to Full Approval at the January 2015 Texas BON meeting. THECB grants for the ADN program of over \$500,000.</li> <li>&gt;A rodeo coach has been hired and improvements to the rodeo arena have begun.</li> </ul>
<b>Data</b>	<ul style="list-style-type: none"> <li>&gt;<a href="https://drive.google.com/a/cisco.edu/file/d/0B76FGRK0gVhqUFA2a0hCdkpibHc/view?usp=sharing">https://drive.google.com/a/cisco.edu/file/d/0B76FGRK0gVhqUFA2a0hCdkpibHc/view?usp=sharing</a></li> </ul>
<b>How your unit will use this data for improving results.</b>	The grants received from THECB are planned to be used to hire an individual who will help with retention and remediation of nursing students who are struggling with various sections of their course. Thus, the results should be better pass rates and more graduates.
<b>Does this year's data indicate changes or improvements from last year? Explain.</b>	This is the first cycle of this IE process. I believe our new process is well planned and logical and will help develop a better college.
<b>Do you need assistance with identifying outcomes or gathering assessment data?</b>	Yes
<b>Is the plan outcomes based? (1st submission)</b>	N
<b>Is the plan data driven? (1st submission)</b>	N

<b>Is the plan ongoing and evolving? (1st submission)</b>	P
<b>Are the results being used? (1st submission)</b>	P
<b>Comment - 1st submission</b>	No comment (Bell)
<b>Updated</b>	Not received
<b>Is the plan outcomes based? (2nd submission)</b>	
<b>Is the plan data driven? (2nd submission)</b>	
<b>Is the plan ongoing and evolving? (2nd submission)</b>	
<b>Are the results being used? (2nd submission)</b>	
<b>Comment - Updated submission</b>	

<b>Timestamp</b>	8/25/2015
<b>Username</b>	bobby.smith@cisco.edu
<b>Submitted by</b>	Bobby Smith
<b>Planning Unit</b>	<b>Board of Regents</b>
<b>Outcomes</b>	>The Board of Regents is a legal body created by the Texas Legislature. It has limited and specific duties according to State Statutes. Therefore, its outcomes are controlled by the State and are constant from year to year.
<b>Assess the extent to which the outcomes were achieved.</b>	The Board performed all of its legally required duties.
<b>Data</b>	State law.
<b>How your unit will use this data for improving results.</b>	The Texas legislature is in control of this bodies actions.
<b>Does this year's data indicate changes or improvements from last year? Explain.</b>	I request that the Board of Regents be removed from the planning unit list.
<b>Do you need assistance with identifying outcomes or gathering assessment data?</b>	No
<b>Is the plan outcomes based? (1st submission)</b>	N
<b>Is the plan data driven? (1st submission)</b>	N
<b>Is the plan ongoing and evolving? (1st submission)</b>	N
<b>Are the results being used? (1st submission)</b>	N
<b>Comment - 1st submission</b>	No comment (Bell)
<b>Updated</b>	Not received

<b>Is the plan outcomes based? (2nd submission)</b>	
<b>Is the plan data driven? (2nd submission)</b>	
<b>Is the plan ongoing and evolving? (2nd submission)</b>	
<b>Are the results being used? (2nd submission)</b>	
<b>Comment - Updated submission</b>	

<b>Timestamp</b>	4/16/2015
<b>Username</b>	bobby.smith@cisco.edu
<b>Submitted by</b>	Bobby Smith
<b>Planning Unit</b>	<b>Executive Council</b>
<b>Outcomes</b>	<p>&gt;More and better communication with all employees  &gt;Find ways to foster more trust from within College as to our decision making process</p>
<b>Assess the extent to which the outcomes were achieved.</b>	<p>&gt;After each Executive Council meeting, a summary of each of the items discussed during the meeting is sent to all Cisco College employees. The EC also invites College employees to the meetings on such occasions when specific expertise is needed to fully understand a particular agenda item. Faculty-staff meetings have also been conducted after Board meetings to inform all interested employees of the business conducted at the Board meeting. Faculty-staff meetings are also used as an opportunity to provide reports from various departments of the college to all College employees. The purpose of both these endeavors is to better communicate with employees and allow an opportunity for questions and/or comments.</p> <p>&gt;During this year a process has been implemented to allow all employees the opportunity to submit recommendations and/or ideas to the Executive Council via an online document. A total of 20 recommendations have been received. Each of them has or will be discussed in an Executive Council meeting. The outcome of the EC discussion is documented on the form. Our intent is to make the EC decision making process as open and transparent as possible for all decisions other than personnel matters.</p>
<b>Data</b>	<p>&gt;<a href="https://drive.google.com/a/cisco.edu/file/d/0B76FGRK0gVhqbktUTGVQQWNtbkE/view?usp=sharing">https://drive.google.com/a/cisco.edu/file/d/0B76FGRK0gVhqbktUTGVQQWNtbkE/view?usp=sharing</a></p>
<b>How your unit will use this data for improving results.</b>	<p>&gt;Our desire is to use better communication processes and the recommendation form to continue to improve the trust factor of the Executive Council. Even though funding continues to be a formidable challenge, we are searching for new programs and improved retention techniques to strengthen our College.</p>
<b>Does this year's data indicate changes or improvements from last year? Explain.</b>	<p>&gt;My opinion is there has been significant improvements from the prior year. The recommendation form was born from an idea to help improve access to the Executive Council to all employees. It is now a reality and is being used to improve our College. It is gratifying to realize that Cisco College employees are engaged in the process of helping our student become even more successful and in making our College even better each year.</p>
<b>Do you need assistance with identifying outcomes or gathering</b>	Yes

<b>assessment data?</b>	
<b>Is the plan outcomes based? (1st submission)</b>	N
<b>Is the plan data driven? (1st submission)</b>	Y
<b>Is the plan ongoing and evolving? (1st submission)</b>	Y
<b>Are the results being used? (1st submission)</b>	Y
<b>Comment - 1st submission</b>	The unit has listed goals rather than outcomes in the report. (Caraway)
<b>Updated</b>	Not received
<b>Is the plan outcomes based? (2nd submission)</b>	
<b>Is the plan data driven? (2nd submission)</b>	
<b>Is the plan ongoing and evolving? (2nd submission)</b>	
<b>Are the results being used? (2nd submission)</b>	
<b>Comment - Updated submission</b>	

<b>Timestamp</b>	1/21/2016
<b>Username</b>	carol.dupree@cisco.edu
<b>Submitted by</b>	Carol Dupree
<b>Planning Unit</b>	<b>Abilene Education Center (AEC)</b>
<b>Outcomes</b>	<p>Universities will be contacted in an effort to build more articulation agreements.</p> <p>Additional alternatives to reach out to Dyess personnel/families will planned.</p>
<b>Assess the extent to which the outcomes were achieved.</b>	<p>Technical counselors visited with university officials to build the specific courses that would transfer.</p> <p>Dyess instituted new policies that curtailed certain efforts to be present on base.</p>
<b>Data</b>	<p>An articulation agreement was drawn with TTUHSC. Agreements are being built with Stephen F. Austin, Sam Houston, and Angelo State University.</p> <p>New federal regulations now prohibit the college Veterans' Coordinator from maintaining an office on base. Thus, new alternatives have not yet been determined.</p>
<b>How your unit will use this data for improving results.</b>	<p>Counselors must complete articulation agreements in process and draw more in the upcoming year. These agreements are especially helpful to CTE students with an AAS degree.</p> <p>Other avenues to serve Dyess will be investigated. Currently the college is involved in the P-4 process being built between Dyess and the community.</p>
<b>Does this year's data indicate changes or improvements from last year? Explain.</b>	<p>No articulation agreements have been completed in recent years, so this year was a significant improvement.</p> <p>The fact that the college cannot be on Dyess Air Force Base is a negative, but it gives opportunity to attempt other ways to reach potential students. there.</p>
<b>Do you need assistance with identifying outcomes or gathering assessment data?</b>	No
<b>Is the plan outcomes based? (1st submission)</b>	P
<b>Is the plan data</b>	P

<b>driven? (1st submission)</b>	
<b>Is the plan ongoing and evolving? (1st submission)</b>	P
<b>Are the results being used? (1st submission)</b>	Y
<b>Comment - 1st submission</b>	Write outcomes that are measurable, specific. Show numbers for data if any.(?)
<b>Updated</b>	Y
<b>Is the plan outcomes based? (2nd submission)</b>	Y
<b>Is the plan data driven? (2nd submission)</b>	Y
<b>Is the plan ongoing and evolving? (2nd submission)</b>	Y
<b>Are the results being used? (2nd submission)</b>	Y
<b>Comment - Updated submission</b>	Updated (Donoho) Report from unit personnel (not C). (Hicks)

<b>Timestamp</b>	1/21/2016
<b>Username</b>	carol.dupree@cisco.edu
<b>Submitted by</b>	Carol Dupree
<b>Planning Unit</b>	<b>AEC - Food Service - Java City - Dupree</b>
<b>Outcomes</b>	<p>Reduce the number of complaints regarding Java City in order to improve service.</p> <p>Reduce the number of times that Java City has been closed at inappropriate times.</p> <p>Increase visits from management of Java City regarding service/food/hours.</p>
<b>Assess the extent to which the outcomes were achieved.</b>	<p>Not all complaints are registered with college personnel, who can then deal with issues. A student evaluation was not completed.</p> <p>Closures and late openings were not always reported or noticed by appropriate personnel. Data is not valid.</p> <p>Visits were productive in order to maintain communication between Cisco and Abilene food service.</p>
<b>Data</b>	<p>Periodically, a student will report that food is not edible or that Java City is not open. There is not an official way for students to report their dissatisfaction. Thus, a satisfactory way to recognize this deficiency has not been identified and needs to be.</p> <p>Only qualitative data is available to respond to the number of actual times that Java City was not open at times when it was scheduled. Often mornings were not covered and evenings were frequently opened later than scheduled. Specific data is not available.</p> <p>In the fall a new food service began to operate Java City. The manager initially came to Abilene three times to visit and ensure that operations were improved. Since then, visits have been sporadic, but email has been helpful in identifying issues.</p>
<b>How your unit will use this data for improving results.</b>	<p>New guidelines need to be established to log issues/problems experienced by customers.</p> <p>Personnel do not work for the college but need to show improvement in attendance. The specific problem of worker attendance has been identified.</p> <p>Management needs to visit the Abilene location more frequently in order to maintain better service. More email communication in addition to more frequent visits will be requested.</p>

<b>Does this year's data indicate changes or improvements from last year? Explain.</b>	Since the vendor that operates Java City has changed, it is somewhat difficult to make specific comparisons to prior years. A few new food items have been added, but service is still not adequate.  Communication between the campuses and Java City personnel has improved, but is still not helpful enough to initiate improvements.
<b>Do you need assistance with identifying outcomes or gathering assessment data?</b>	No
<b>Is the plan outcomes based? (1st submission)</b>	P
<b>Is the plan data driven? (1st submission)</b>	P
<b>Is the plan ongoing and evolving? (1st submission)</b>	P
<b>Are the results being used? (1st submission)</b>	P
<b>Comment - 1st submission</b>	Write outcome so that it is specific & measurable. (?)
<b>Updated</b>	Y
<b>Is the plan outcomes based? (2nd submission)</b>	Y
<b>Is the plan data driven? (2nd submission)</b>	Y
<b>Is the plan ongoing and evolving? (2nd submission)</b>	Y
<b>Are the results being used? (2nd submission)</b>	Y
<b>Comment - Updated submission</b>	Updated (Donoho)

<b>Timestamp</b>	4/30/2015
<b>Username</b>	james.tonkovich@cisco.edu
<b>Submitted by</b>	James Tonkovich
<b>Planning Unit</b>	<b>AEC - Food Service - Java City - Tonkovich</b>
<b>Outcomes</b>	<p>UNIT OUTCOMES; TBD      Observed;      The current business model, although originally set by the previous contractor as a small candy stand with beverages, has stalled and is in need of a complete revision in effort and result.      Daily business levels are low, with a negative weekly bottom line of 25-35%. Evening service is very slow, with inconsistent business levels and sporadic foot traffic.      A new consideration is being given to a true deli-style luncheon destination, with the current grab-n-go intact but am larger scope of service to include sandwiches and wraps, small salads, fruit cups, yogurt parfaits, all house-made.      A service counter in the café would position a sandwich/salad artist where they can meet customers needs on an individual basis, offer premium menu selections and keep stocks full, wholesome and lush in appearance and offer.      An adjustment to all price points is to be expected and will be a consideration in meeting with the needs of the student population and the food service provider.      This overall consideration is in opening stages of development but can be implemented quickly, if approved from all concerned.</p>
<b>Assess the extent to which the outcomes were achieved.</b>	<p>First year of service for Great Western Dining at AEC.      This is an observation and an opinion from the providers point of view.      Please provide Dr. Carol Dupree with a copy of this, my assessment.      Thank you.      James L Tonkovich</p>
<b>Data</b>	N/A
<b>How your unit will use this data for improving results.</b>	See statement above
<b>Does this year's data indicate changes or improvements from last year? Explain.</b>	First year.
<b>Do you need</b>	No

<b>assistance with identifying outcomes or gathering assessment data?</b>	
<b>Is the plan outcomes based? (1st submission)</b>	N
<b>Is the plan data driven? (1st submission)</b>	N
<b>Is the plan ongoing and evolving? (1st submission)</b>	N
<b>Are the results being used? (1st submission)</b>	N
<b>Comment - 1st submission</b>	N/A
<b>Updated</b>	
<b>Is the plan outcomes based? (2nd submission)</b>	
<b>Is the plan data driven? (2nd submission)</b>	
<b>Is the plan ongoing and evolving? (2nd submission)</b>	
<b>Are the results being used? (2nd submission)</b>	
<b>Comment - Updated submission</b>	

<b>Timestamp</b>	4/30/2015
<b>Username</b>	carol.dupree@cisco.edu
<b>Submitted by</b>	Carol Dupree
<b>Planning Unit</b>	<b>AEC - Information and Reception</b>
<b>Outcomes</b>	<p>Little if any turnover in office personnel</p> <p>Professional development for office staff.</p> <p>Wait time lessened for students to see counselors and financial aid.</p>
<b>Assess the extent to which the outcomes were achieved.</b>	<p>One part-time worker left to attend a university elsewhere. One other front desk person left.</p> <p>Internal professional development was done for front desk personnel.</p> <p>Techniques used by the front desk and changes in financial aid did lessen wait time.</p>
<b>Data</b>	<p>Eight office staff and turnover was two</p> <p>One professional development activity for two employees.</p> <p>Sign in sheets at the front desk indicate time that students wait to see a counselor or financial aid. A new sheet is started each day. Wait time can be calculated. Comparing wait time during various months shows which time periods are most busy and require tighter schedules.</p>
<b>How your unit will use this data for improving results.</b>	<p>Turnover for staff positions is moderate and not dramatically different from previous years. Typically an employee leaves for a position that is an increase in salary or a promotion in responsibility.</p> <p>More professional development needs to be done for all office staff. Not enough training is done upon initial employment.</p> <p>Sign in sheets are evaluated daily. Counselors may take shorter lunches. Financial aid sends other workers from Cisco to assist.</p>
<b>Does this year's data indicate changes or improvements from last year? Explain.</b>	<p>Turnover data and professional development go hand-in-hand. No specific change has been noted. Improvement needs to be made. Training and workshops continue to be needed.</p> <p>The wait time is greatly improved. A financial aid person from Cisco comes to Abilene daily May to September. Software changes and more computerized forms are available to student. Front desk personnel have been trained to answer basic questions. Counselor wait time continues to be problematic primarily during summer months.</p>
<b>Do you need</b>	No

<b>assistance with identifying outcomes or gathering assessment data?</b>	
<b>Is the plan outcomes based? (1st submission)</b>	P
<b>Is the plan data driven? (1st submission)</b>	P
<b>Is the plan ongoing and evolving? (1st submission)</b>	P
<b>Are the results being used? (1st submission)</b>	P
<b>Comment - 1st submission</b>	Write outcome so that it is specific & measurable. (?)
<b>Updated</b>	Y
<b>Is the plan outcomes based? (2nd submission)</b>	
<b>Is the plan data driven? (2nd submission)</b>	
<b>Is the plan ongoing and evolving? (2nd submission)</b>	
<b>Are the results being used? (2nd submission)</b>	
<b>Comment - Updated submission</b>	Updated (Donoho)

<b>Timestamp</b>	1/21/2016
<b>Username</b>	carol.dupree@cisco.edu
<b>Submitted by</b>	Carol Dupree
<b>Planning Unit</b>	<b>AEC - Maintenance &amp; Physical Plant</b>
<b>Outcomes</b>	<p>Complete all work orders in satisfactory amount of time.</p> <p>Re-order the department using an existing position to replace Director of Abilene Educational Center</p>
<b>Assess the extent to which the outcomes were achieved.</b>	<p>All were completed according to the time allotted by the person submitting the request. Emergency orders were done immediately.</p> <p>Director of Plant Operations has assumed responsibility for members of the maintenance staff.</p>
<b>Data</b>	<p>116 work orders were completed by four employees</p> <p>Director of Plant Operations has organized the department so that specific individuals are responsible for respective areas in the campus.</p>
<b>How your unit will use this data for improving results.</b>	<p>The number of work orders will be increased as personnel are more aware of the need to complete a work order rather than stopping a maintenance person in the hall to complete a task. Thus, work flow can be accomplished more expeditiously and efficiently.</p> <p>Observing the work flow with a small staff to cover a large area will provide more qualitative data to confirm satisfactory results in ordering supplies and maintaining the facility.</p>
<b>Does this year's data indicate changes or improvements from last year? Explain.</b>	<p>This year will serve as a benchmark for the number of work orders submitted.</p> <p>The facility appears to be above satisfactory in appearance. Staff is maintaining areas with proper supervision. Reorganization of the unit has resulted in success.</p>
<b>Do you need assistance with identifying outcomes or gathering assessment data?</b>	No
<b>Is the plan outcomes based? (1st submission)</b>	Y
<b>Is the plan data driven? (1st</b>	Y

<b>submission)</b>	
<b>Is the plan ongoing and evolving? (1st submission)</b>	Y
<b>Are the results being used? (1st submission)</b>	Y
<b>Comment - 1st submission</b>	Make outcome measurable (?)
<b>Updated</b>	Y
<b>Is the plan outcomes based? (2nd submission)</b>	y
<b>Is the plan data driven? (2nd submission)</b>	Y
<b>Is the plan ongoing and evolving? (2nd submission)</b>	Y
<b>Are the results being used? (2nd submission)</b>	Y
<b>Comment - Updated submission</b>	Updated (Donoho)

<b>Timestamp</b>	4/30/2015
<b>Username</b>	carol.dupree@cisco.edu
<b>Submitted by</b>	Carol Dupree
<b>Planning Unit</b>	<b>AEC - Operations</b>
<b>Outcomes</b>	<p>Workorders completed in a timely manner.</p> <p>Reduce cost of building expenditures and supplies.</p> <p>Limit major repairs.</p>
<b>Assess the extent to which the outcomes were achieved.</b>	<p>One maintenance worker oversees and assigns work order tasks to the staff. Operations director ensures prompt action.</p> <p>Operations director evaluates vendors and cost of various supplies in order to get best prices. New purchasing mechanisms in place using p-card and specific vendors.</p>
<b>Data</b>	<p>Work orders are filed as they are completed. Faculty/staff have website form to request work.</p> <p>At this point, supplies charged in budget reports show a decrease in the amount actually budgeted. Using Staples as opposed to other vendors appears to be saving money, but the timeframe is so short that only a qualitative look is possible.</p>
<b>How your unit will use this data for improving results.</b>	<p>Work order completion seems to be working quite well. Summer presents different challenges as the number of people in the building is dramatically reduced.</p> <p>Summer is also the time to complete major cleaning, painting, repairing in the building and may result in some increased costs that then raise the amount spent for supplies/repairs in a much higher proportion than during the year.</p>
<b>Does this year's data indicate changes or improvements from last year? Explain.</b>	Changes have been positive. Moving from a Maintenance Director to the Director of Operations has saved considerable funds as a position was eliminated. The work and quality of the building have also improved.
<b>Do you need assistance with identifying outcomes or gathering assessment data?</b>	No
<b>Is the plan outcomes based? (1st</b>	P

<b>submission)</b>	
<b>Is the plan data driven? (1st submission)</b>	P
<b>Is the plan ongoing and evolving? (1st submission)</b>	P
<b>Are the results being used? (1st submission)</b>	P
<b>Comment - 1st submission</b>	Make outcome measurable (?)
<b>Updated</b>	Not received
<b>Is the plan outcomes based? (2nd submission)</b>	
<b>Is the plan data driven? (2nd submission)</b>	
<b>Is the plan ongoing and evolving? (2nd submission)</b>	
<b>Are the results being used? (2nd submission)</b>	
<b>Comment - Updated submission</b>	

<b>Timestamp</b>	8/19/2015
<b>Username</b>	abbie.randolph@cisco.edu
<b>Submitted by</b>	Abbie Ryan Randolph
<b>Planning Unit</b>	<b>AEC - P16 Council</b>
<b>Outcomes</b>	Review records to identify students who have stopped-out but could complete (associates or certificate) within two semesters. Contact those students. Offer financial assistance (grant) to help them complete.
<b>Assess the extent to which the outcomes were achieved.</b>	Sixteen students were awarded grants totaling \$10,875. Thirteen students who received awards took a total of 92 hours of classes and each of these 13 received their associates degree. Additionally, nine students were awarded \$7,050 and either failed or withdrew from their classes.
<b>Data</b>	Data is stored with the P-16 Council. Will not be posted due to privacy.
<b>How your unit will use this data for improving results.</b>	Continue to review records and identify potential completers. Even if funds are not available to award to students, encouragement and reminders about the benefits of higher education could be sent to these students.
<b>Does this year's data indicate changes or improvements from last year? Explain.</b>	There was an increase in the number of students who were funded and completed over the previous year.
<b>Do you need assistance with identifying outcomes or gathering assessment data?</b>	No
<b>Is the plan outcomes based? (1st submission)</b>	P
<b>Is the plan data driven? (1st submission)</b>	Y
<b>Is the plan ongoing and evolving? (1st submission)</b>	Y
<b>Are the results being used? (1st submission)</b>	Y
<b>Comment - 1st submission</b>	Write outcome specific & measurable. (?)

<b>Updated</b>	Not received
<b>Is the plan outcomes based? (2nd submission)</b>	
<b>Is the plan data driven? (2nd submission)</b>	
<b>Is the plan ongoing and evolving? (2nd submission)</b>	
<b>Are the results being used? (2nd submission)</b>	
<b>Comment - Updated submission</b>	

<b>Timestamp</b>	5/1/2015
<b>Username</b>	charlotte.speegle@cisco.edu
<b>Submitted by</b>	Charlotte Speegle
<b>Planning Unit</b>	<b>Workforce &amp; Economic Development – Biotechnology</b>
<b>Outcomes</b>	<p>The Biotechnology Program includes individual outcomes for each course. In addition to course outcomes, the Biotechnology division assessed critical thinking skills. Critical thinking skills include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.</p> <p>Biotechnology 2486 was used as the assessment component that resulted in the evaluation of student overall success in the program.</p> <p>Courses/Course Outcomes</p> <p><b>BITC 1200 Fundamentals of Biological Sciences</b>  Outcomes: Identify career opportunities in the biological sciences; perform basic laboratory skills including pipetting, weighing, and preparing solutions; and apply mathematical problem solving and written and verbal communication skills in a laboratory setting.</p> <p><b>BITC 1311 Introduction to Biotechnology</b>  Outcomes: An introduction to biotechnology including career exploration, history and applications of biotechnology, molecular biology, bioethics, and laboratory safety practice.</p> <p><b>BITC 1402 Biotechnology Laboratory Methods and Techniques</b>  Outcomes: Prepare solutions and reagents to specifications; demonstrate laboratory calculations; use a variety of laboratory instruments including meters, spectrophotometers, and chromatography equipment; perform separatory techniques to specifications; and demonstrate appropriate laboratory safety and management.</p> <p><b>BITC 1445 Medical Biotechnology</b>  Outcomes: Identify the scope and role of biotechnology in medicine and medical research, identify molecular mechanisms underlying diseases, apply the concepts of biotechnology to the diagnosis and treatment of diseases, explain the process for the development, testing, and manufacturing drugs and therapeutic agents; demonstrate biotechnology-related tests and procedures used to analyze patient samples for the study of human disease; and demonstrate</p>

	<p>research and medical-related biotechnology methods and procedures in the analysis of DNA and proteins.</p> <p><b>SCIT 1414 Applied General Chemistry I</b></p> <p><b>Outcomes:</b> Perform industry-related laboratory skills including measuring physical and chemical and properties of matter, chemical calculations, naming and writing formulas, writing equations for chemical reactions, and calculating stoichiometric relationships; describe basic atomic and molecular structure; write laboratory reports; and follow safety laboratory practices.</p> <p><b>BITC 1350 Special Studies and Bioethical Issues of Biotechnology</b></p> <p><b>Outcomes:</b> Analyze ethical, legal, and societal issues associated with current practices of the biotechnology industry; demonstrate ethical and legal concepts through an activity such as debate; and evaluate the advantages and disadvantages of biotechnology innovations.</p> <p><b>BITC 2431 Cell Culture Techniques</b></p> <p><b>Outcomes:</b> Demonstrate aseptic cell culture technique; demonstrate cell culture skills including harvesting, counting, and subculturing of cell lines, multi-well culture, selected cell culture based assays and basic cell preservation procedures.</p> <p><b>BITC 2441 Molecular Biotechnology Techniques</b></p> <p><b>Outcomes:</b> Describe major theories of DNA science; measure gene regulation and expression; demonstrate recombinant DNA technology procedures and protein analysis; demonstrate basic molecular biology techniques; and use bioinformatics tools to identify and analyze biomolecules.</p> <p><b>BITC 2411 Biotechnology Laboratory Instrumentation</b></p> <p><b>Outcomes:</b> Demonstrate operation and calibration of common analytical instruments; investigate theory and applications of various analytical instruments including types of electrophoresis, spectrophotometry, and chromatography; and perform data analysis and troubleshooting.</p> <p><b>BITC 1391 Special Topics in Biological Technology/Technician</b></p> <p><b>Outcomes:</b> Outcomes/objectives are determined by local occupational need and business and industry trends.</p> <p><b>BITC 2486 Internship – Biology Technician/Biotechnology Laboratory Technician</b></p> <p><b>Outcomes:</b> As outlined in the learning plan, apply the theory, concepts,</p>
--	---

and skills involving specialized materials, tools, equipment, procedures, regulations, laws, and interactions within and among political, economic, environmental, social, and legal systems associated with the occupation and the business/industry and will demonstrate legal and ethical behavior, safety practices, interpersonal and teamwork skills, and appropriate written and verbal communication skills using the terminology of the occupation and the business/industry.

#### Courses/Course Outcomes

##### BITC 1200 Fundamentals of Biological Sciences

Outcomes: Identify career opportunities in the biological sciences; perform basic laboratory skills including pipetting, weighing, and preparing solutions; and apply mathematical problem solving and written and verbal communication skills in a laboratory setting.

##### BITC 1311 Introduction to Biotechnology

Outcomes: An introduction to biotechnology including career exploration, history and applications of biotechnology, molecular biology, bioethics, and laboratory safety practice.

##### BITC 1402 Biotechnology Laboratory Methods and Techniques

Outcomes: Prepare solutions and reagents to specifications; demonstrate laboratory calculations; use a variety of laboratory instruments including meters, spectrophotometers, and chromatography equipment; perform separatory techniques to specifications; and demonstrate appropriate laboratory safety and management.

##### BITC 1445 Medical Biotechnology

Outcomes: Identify the scope and role of biotechnology in medicine and medical research, identify molecular mechanisms underlying diseases, apply the concepts of biotechnology to the diagnosis and treatment of diseases, explain the process for the development, testing, and manufacturing drugs and therapeutic agents; demonstrate biotechnology-related tests and procedures used to analyze patient samples for the study of human disease; and demonstrate research and medical-related biotechnology methods and procedures in the analysis of DNA and proteins.

	<p><b>SCIT 1414</b> Applied General Chemistry I  Outcomes: Perform industry-related laboratory skills including measuring physical and chemical and properties of matter, chemical calculations, naming and writing formulas, writing equations for chemical reactions, and calculating stoichiometric relationships; describe basic atomic and molecular structure; write laboratory reports; and follow safety laboratory practices.</p>
	<p><b>BITC 1350</b> Special Studies and Bioethical Issues of Biotechnology  Outcomes: Analyze ethical, legal, and societal issues associated with current practices of the biotechnology industry; demonstrate ethical and legal concepts through an activity such as debate; and evaluate the advantages and disadvantages of biotechnology innovations.</p>
	<p><b>BITC 2431</b> Cell Culture Techniques  Outcomes: Demonstrate aseptic cell culture technique; demonstrate cell culture skills including harvesting, counting, and subculturing of cell lines, multi-well culture, selected cell culture based assays and basic cell preservation procedures.</p>
	<p><b>BITC 2441</b> Molecular Biotechnology Techniques  Outcomes: Describe major theories of DNA science; measure gene regulation and expression; demonstrate recombinant DNA technology procedures and protein analysis; demonstrate basic molecular biology techniques; and use bioinformatics tools to identify and analyze biomolecules.</p>
	<p><b>BITC 2411</b> Biotechnology Laboratory Instrumentation  Outcomes: Demonstrate operation and calibration of common analytical instruments; investigate theory and applications of various analytical instruments including types of electrophoresis, spectrophotometry, and chromatography; and perform data analysis and troubleshooting.</p>
	<p><b>BITC 1391</b> Special Topics in Biological Technology/Technician  Outcomes: Outcomes/objectives are determined by local occupational need and business and industry trends.</p>
	<p><b>BITC 2486</b> Internship – Biology Technician/Biotechnology Laboratory Technician  Outcomes: As outlined in the learning plan, apply the theory, concepts, and skills involving specialized materials, tools, equipment, procedures, regulations, laws,</p>

	<p>and interactions within and among political, economic, environmental, social, and legal systems associated with the occupation and the business/industry and will demonstrate legal and ethical behavior, safety practices, interpersonal and teamwork skills, and appropriate written and verbal communication skills using the terminology of the occupation and the business/industry.</p>												
<b>Assess the extent to which the outcomes were achieved.</b>	<p>One-hundred percent (100%) of students completing the BITC 2486 course (Capstone Project) requirements scored 90 points or better out of a possible 100 points.</p> <p>:</p>												
<b>Data</b>	<p>Students were required to conduct research using a cancer cell and a protein to determine the affects of experiments.</p> <p>Students were required to present a 15-20 minute Power Point presentation delivered to students in the program, Cisco College instructors and professors from the Immunotherapeutic Department representing a university partner.</p> <p>Scoring Summary for BITC 2486 Project:</p> <table> <tbody> <tr> <td>Resume</td> <td>10 points</td> </tr> <tr> <td>Mock Interview with internship partner</td> <td>10 points</td> </tr> <tr> <td>Attendance log</td> <td>10 points</td> </tr> <tr> <td>Lab manual documenting research</td> <td>15 points</td> </tr> <tr> <td>Power Point Presentation</td> <td>55 points</td> </tr> <tr> <td> TOTAL Points</td> <td>100 points</td> </tr> </tbody> </table> <p>:</p>	Resume	10 points	Mock Interview with internship partner	10 points	Attendance log	10 points	Lab manual documenting research	15 points	Power Point Presentation	55 points	 TOTAL Points	100 points
Resume	10 points												
Mock Interview with internship partner	10 points												
Attendance log	10 points												
Lab manual documenting research	15 points												
Power Point Presentation	55 points												
 TOTAL Points	100 points												
<b>How your unit will use</b>	Improvement might be accomplished through additional time spent												

<b>this data for improving results.</b>	on the overall research project.
<b>Does this year's data indicate changes or improvements from last year? Explain.</b>	This year's data indicated an improvement over last year's final score - 87% average versus this year's score - 90% or better.
<b>Do you need assistance with identifying outcomes or gathering assessment data?</b>	No
<b>Is the plan outcomes based? (1st submission)</b>	Y
<b>Is the plan data driven? (1st submission)</b>	P
<b>Is the plan ongoing and evolving? (1st submission)</b>	P
<b>Are the results being used? (1st submission)</b>	P
<b>Comment - 1st submission</b>	No comment (Bell)
<b>Updated</b>	Not received
<b>Is the plan outcomes based? (2nd submission)</b>	
<b>Is the plan data driven? (2nd submission)</b>	
<b>Is the plan ongoing and evolving? (2nd submission)</b>	
<b>Are the results being used? (2nd submission)</b>	
<b>Comment - Updated submission</b>	

<b>Timestamp</b>	5/7/2015
<b>Username</b>	charlotte.speegle@cisco.edu
<b>Submitted by</b>	charlotte speegle
<b>Planning Unit</b>	<b>Workforce &amp; Economic Development – Continuing Education</b>
<b>Outcomes</b>	<p>Outcomes for the Workforce &amp; Economic Development/Continuing Education Division include:</p> <p>Deliver technical learning for all industry major clusters.</p> <p>Provide skills training programs for businesses that require customized training to meet unique and specific needs.</p> <p>Provide training skills for individuals seeking to enter the job market, pursue a new profession, or increase skills in current career.</p> <p>Provide programs that support lifelong learning that covers a wide range of personal and professional enrichment courses and programs.</p> <p>Over three-hundred (300) courses are offered online through the Workforce &amp; Economic Development Division.</p>
<b>Assess the extent to which the outcomes were achieved.</b>	<p>Cisco College opened a Certified Nursing Aide (CNA) training program approved by the Department of Aging and Disability Services (DADS). .</p> <p>The college has been approved by the Department of Aging and Disability Services (DADS) to offer Certified Nurse Aide Renewal training. Training will begin in the summer of 2015.</p> <p>The college has been approved to offer Certified Medication Aid by the Department of Aging and Disability Services (DADS). Training is scheduled to begin in the summer of 2015.</p> <p>The Child Development Associate (CDA) training program was redesigned to meet new guidelines for the Child Development Associate National credentialing guidelines. Students complete CDA I, CDA II, and CDA III. Upon completion of all three sections students are eligible to apply for national certification.</p>

<b>Data</b>	<p>Ninety-four students have completed the Certified Nurse Aide (CNA) program.</p> <p>Forty-seven (47) students have completed the Child Development Associate program. CDA I 18 students; CDA II 16 students ; CDA III 13 students Thirteen (13) 100% of students completing all sections are eligible to apply for evaluation for the national credential.</p> <p>Sixty-seven students have completed a variety of online courses.</p>
<b>How your unit will use this data for improving results.</b>	Recruiting and marketing efforts will be increased to attract more students to all areas of workforce and economic development/continuing education training areas offered by the college.
<b>Does this year's data indicate changes or improvements from last year? Explain.</b>	<p>The addition of the CNA program has greatly increased the number of face-to-face students participating in classes.</p> <p>The online courses increased from 54 to 67 (additional 13 students ) in the online courses.</p>
<b>Do you need assistance with identifying outcomes or gathering assessment data?</b>	No
<b>Is the plan outcomes based? (1st submission)</b>	Y
<b>Is the plan data driven? (1st submission)</b>	Y
<b>Is the plan ongoing and evolving? (1st submission)</b>	Y
<b>Are the results being used? (1st submission)</b>	Y
<b>Comment - 1st submission</b>	

<b>Updated</b>	Not received
<b>Is the plan outcomes based? (2nd submission)</b>	
<b>Is the plan data driven? (2nd submission)</b>	
<b>Is the plan ongoing and evolving? (2nd submission)</b>	
<b>Are the results being used? (2nd submission)</b>	
<b>Comment - Updated submission</b>	

<b>Timestamp</b>	5/5/2015
<b>Username</b>	charlotte.speegle@cisco.edu
<b>Submitted by</b>	Charlotte Speegle
<b>Planning Unit</b>	<b>Workforce &amp; Economic Development – Fire Academy</b>
<b>Outcomes</b>	<p>The Fire Academy includes individual outcomes for each course. In addition to course outcomes, the Fire Academy critical thinking skills, communication skills and teamwork were assessed. It is imperative that firefighters have these skills in order to act as first responders.</p> <p>Course outcomes include:</p> <p>EMSP 2237 Emergency Procedures  Outcomes: Integrate theory and reinforce skills introduced in other courses; and demonstrate comprehensive problem-solving.</p> <p>EMSP 1501 Emergency Medical Technician  Outcomes: Demonstrate proficiency in cognitive, psychomotor and affective domains for the Emergency Medical Technician (EMT) in accordance with the current guidelines of the credentialing agency.</p> <p>EMSP 1261 Clinical – Emergency Medical Technology/ Technician  Outcomes: As outlined in the learning plan, apply the theory, concepts, and skills involving specialized materials, tools, equipment, procedures, regulations, laws, and interactions within and among political, economic, environmental, social, and legal systems associated with the occupation and the business/industry and will demonstrate legal and ethical behavior, safety practices, interpersonal and teamwork skills and appropriate written and verbal communication skills using the terminology of the occupation and the business/industry</p> <p>EMSP 1501 Emergency Medical Technician  Outcomes: Demonstrate proficiency in cognitive, psychomotor and affective domains for the Emergency Medical Technician (EMT) in accordance with the current guidelines of the credentialing agency.</p> <p>POFT 1313 Professional Workforce  Outcomes: Demonstrate skills for seeking and securing employment; apply problem-solving techniques; identify attitudes and values that contribute to career success; demonstrate how to work effectively as part of a team; exhibit business etiquette and identify</p>

	<p>professional attire.</p>
POFI 1301	Computer Applications Outcomes: Identify the components of a computer system; and perform common tasks used in applications.
FIRS 1301	Firefighter Certification I Outcomes: Demonstrate competencies, for subjects taught, set forth in the TCFP curriculum for Basic Fire Suppression.
FIRS 1407	Firefighter Certification II Outcomes: Demonstrate competencies, for subjects taught, set forth in the TCFP curriculum for Basic Fire Suppression.
FIRS 1313	Firefighter Certification III Outcomes: Demonstrate competencies, for subjects taught, set forth in the TCFP curriculum for Basic Fire Suppression.
FIRS 1319	Firefighter Certification IV Outcomes: Demonstrate competencies, for subjects taught, set forth in the TCFP curriculum for Basic Fire Suppression.
FIRS 1323	Firefighter Certification V Outcomes: Demonstrate competencies, for subjects taught, set forth in the TCFP curriculum for Basic Fire Suppression.
FIRS 1329	Firefighter Certification VI Outcomes: Demonstrate competencies, for subjects taught, set forth in the TCFP curriculum for Basic Fire Suppression.
FIRS 1433	Firefighter Certification VII Outcomes: Demonstrate competencies, for subjects taught, set forth in the TCFP curriculum for Basic Fire Suppression.

<b>Assess the extent to which the outcomes were achieved.</b>	Ninety-six percent (96%) of fire academy students tested and became certified Emergency Medical Technicians. Ninety-six percent (96%) of the fire academy students will take the Texas Commission on Fire Basic Firefighter Certification exam. It is anticipated that all will become certified basic firefighters. Cisco College has had a one-hundred percent (100%) state pass rate each year for six years.
<b>Data</b>	To work in Texas as a paid fire fighter, you have to earn a Texas "basic structure fire suppression" certificate. To earn the certificate, you must: <ol style="list-style-type: none"> <li>1. Finish a basic fire fighter training program.</li> <li>2. Show that you can perform basic fire fighting skills.</li> <li>3. Pass the state certification test. (Must pass with a score of at least 70)</li> </ol> <p>Test results are mailed to the college administrator in charge of the Fire Academy Program.</p>
<b>How your unit will use this data for improving results.</b>	Data included in the state-provided test scores are used to determine area that must be strengthened in order to increase scores for the next academ
<b>Does this year's data indicate changes or improvements from last year? Explain.</b>	Data received last year indicated that improvements should be made in select areas of the training. Additional firefighters with expertise in specific areas are providing additional lecture and skill training.
<b>Do you need assistance with identifying outcomes or gathering assessment data?</b>	No
<b>Is the plan outcomes based? (1st submission)</b>	Y
<b>Is the plan data driven? (1st submission)</b>	Y
<b>Is the plan ongoing and evolving? (1st submission)</b>	Y
<b>Are the results being used? (1st submission)</b>	Y
<b>Comment - 1st submission</b>	No comment (Bell)
<b>Updated</b>	Not received

<b>Is the plan outcomes based? (2nd submission)</b>	
<b>Is the plan data driven? (2nd submission)</b>	
<b>Is the plan ongoing and evolving? (2nd submission)</b>	
<b>Are the results being used? (2nd submission)</b>	
<b>Comment - Updated submission</b>	

<b>Timestamp</b>	1/20/2016
<b>Username</b>	ryan.johnson@cisco.edu
<b>Submitted by</b>	Ryan Johnson
<b>Planning Unit</b>	<b>Athletics Programs and Facilities</b>
<b>Outcomes</b>	During the 2014-15 academic year, there were no documented measurable projected outcomes within the Athletic Department
<b>Assess the extent to which the outcomes were achieved.</b>	There were no documented projected outcomes for the 2014-15 year, therefore, cannot assess the extent to which the outcomes were achieved.
<b>Data</b>	<p><a href="https://drive.google.com/a/cisco.edu/file/d/0B0NgEe6KVc7KTUVsQkZ6SUs4WXM/view?usp=sharing">https://drive.google.com/a/cisco.edu/file/d/0B0NgEe6KVc7KTUVsQkZ6SUs4WXM/view?usp=sharing</a></p> <p>No quantitative data was recorded or measured during the 2014-15 year.</p>
<b>How your unit will use this data for improving results.</b>	<p>Even though we have a small sample size, the data indicates a need to:</p> <ol style="list-style-type: none"> <li>1. Put students and Cisco College first by working together campus wide to better insure that our students graduate on time.</li> <li>2. Look into fundraising opportunities to help increase both scholarship and operating budgets, as well as, upgrading facilities.</li> <li>3. Continue to have coaches input on their programs by way of surveys and questionnaires.</li> </ol>
<b>Does this year's data indicate changes or improvements from last year? Explain.</b>	<p>There was no baseline data or projected outcomes from last year to determine changes or improvements.</p> <p>Proposed targeted outcomes for the Athletic Department 2015-16:</p> <ol style="list-style-type: none"> <li>1. Improvement in overall average GPA among student athletes by encouraging Coaching Staffs to be more involved with their students academic progress</li> <li>2. Number of student athletes that transfer into university athletic programs</li> <li>3. Semester hours student athletes have completed vs attempted</li> <li>4. How our programs rank nationally and within our conference by looking at end of season standings and comparing wins and losses</li> <li>5. Compare how many all-conference and all-american selections our programs receive compared to other programs within our conferences</li> <li>6. Stay within allocated scholarship and operating budgets</li> </ol>
<b>Do you need assistance with identifying outcomes or gathering assessment data?</b>	No
<b>Is the plan outcomes based? (1st submission)</b>	N

<b>Is the plan data driven? (1st submission)</b>	N
<b>Is the plan ongoing and evolving? (1st submission)</b>	P
<b>Are the results being used? (1st submission)</b>	Y
<b>Comment - 1st submission</b>	Just identifying outcomes and objectives it seems. Attached "strengths & weaknesses" indicate creation of some measurable goals. (Bell)
<b>Updated</b>	Y
<b>Is the plan outcomes based? (2nd submission)</b>	
<b>Is the plan data driven? (2nd submission)</b>	
<b>Is the plan ongoing and evolving? (2nd submission)</b>	
<b>Are the results being used? (2nd submission)</b>	
<b>Comment - Updated submission</b>	Outcomes not changed; some items updated. (Donoho) Discussed at 3/16/16. This is a baseline year - data will be given in next cycle.

<b>Timestamp</b>	
<b>Username</b>	
<b>Submitted by</b>	Jacky Andratta
<b>Planning Unit</b>	<b>Athletics - Athletic Training</b>
<b>Outcomes</b>	Nothing submitted
<b>Assess the extent to which the outcomes were achieved.</b>	
<b>Data</b>	
<b>How your unit will use this data for improving results.</b>	
<b>Does this year's data indicate changes or improvements from last year? Explain.</b>	
<b>Do you need assistance with identifying outcomes or gathering assessment data?</b>	
<b>Is the plan outcomes based? (1st submission)</b>	
<b>Is the plan data driven? (1st submission)</b>	
<b>Is the plan ongoing and evolving? (1st submission)</b>	
<b>Are the results being used? (1st submission)</b>	
<b>Comment - 1st submission</b>	
<b>Updated</b>	
<b>Is the plan outcomes based? (2nd</b>	

submission)	
<b>Is the plan data driven? (2nd submission)</b>	
<b>Is the plan ongoing and evolving? (2nd submission)</b>	
<b>Are the results being used? (2nd submission)</b>	
<b>Comment - Updated submission</b>	

<b>Timestamp</b>	8/18/2015
<b>Username</b>	david.white@cisco.edu
<b>Submitted by</b>	David White
<b>Planning Unit</b>	<b>Athletics - Men's Baseball</b>
<b>Outcomes</b>	41-17 record. Ranked as high as 7th in the Nation. Made region 5 playoffs. Had all 19 sophomores go on to four year schools. Had 16-17 D-1 players. One all American. Three players drafted.
<b>Assess the extent to which the outcomes were achieved.</b>	All players graduated. All players added 20 plus lbs of weight/strength. All went on to play at a 4 year university. All got better across the board. We had a good group of guys.
<b>Data</b>	We got up to 7th in the Nation in the NJCAA poles. We ended up 4th in the Nation in Hitting. We were in the top of our conference in all categories.
<b>How your unit will use this data for improving results.</b>	We will continue to follow our two rules. Be a gentleman and go to class. We will continue to recruit good young men and try to make sure they can play the game of baseball better than most. The better the recruit, the better the record. We will continue to build and add on to our facilities. We will continue to put in the time, as Coaches, in both the classroom and playing field to better assist our student athletes. We will be role models for our guys.
<b>Does this year's data indicate changes or improvements from last year? Explain.</b>	We will continue to "Do what we do". If we recruit the right type of player, we should do as well or better next year. We will be younger due to graduation. Other than that, we will continue to move forward and have a successful baseball program here at Cisco College.
<b>Do you need assistance with identifying outcomes or gathering assessment data?</b>	Yes
<b>Is the plan outcomes based? (1st submission)</b>	N
<b>Is the plan data driven? (1st submission)</b>	N
<b>Is the plan ongoing and evolving? (1st submission)</b>	Y
<b>Are the results being used? (1st</b>	P

<b>submission)</b>	
<b>Comment - 1st submission</b>	White asks straight-forwardly for help. Should outcomes link academics to BB? (Bell)
<b>Updated</b>	Not received
<b>Is the plan outcomes based? (2nd submission)</b>	N
<b>Is the plan data driven? (2nd submission)</b>	P
<b>Is the plan ongoing and evolving? (2nd submission)</b>	P
<b>Are the results being used? (2nd submission)</b>	N
<b>Comment - Updated submission</b>	1) Draft outcomes indicating programs support for edu mission. (i.e., students will complete 12 sch ea. Semester). 2) Set benchmarks for transfer. GPA, sch, etc. to compare year to year. (Hicks)

<b>Timestamp</b>	
<b>Username</b>	
<b>Submitted by</b>	Dionte Dean
<b>Planning Unit</b>	<b>Athletics - Men's Football</b>
<b>Outcomes</b>	Nothing submitted
<b>Assess the extent to which the outcomes were achieved.</b>	
<b>Data</b>	
<b>How your unit will use this data for improving results.</b>	
<b>Does this year's data indicate changes or improvements from last year? Explain.</b>	
<b>Do you need assistance with identifying outcomes or gathering assessment data?</b>	
<b>Is the plan outcomes based? (1st submission)</b>	
<b>Is the plan data driven? (1st submission)</b>	
<b>Is the plan ongoing and evolving? (1st submission)</b>	
<b>Are the results being used? (1st submission)</b>	
<b>Comment - 1st submission</b>	
<b>Updated</b>	
<b>Is the plan outcomes based? (2nd</b>	

submission)	
<b>Is the plan data driven? (2nd submission)</b>	
<b>Is the plan ongoing and evolving? (2nd submission)</b>	
<b>Are the results being used? (2nd submission)</b>	
<b>Comment - Updated submission</b>	

<b>Timestamp</b>	1/27/2016
<b>Username</b>	susan.moore@cisco.edu
<b>Submitted by</b>	Susan Moore
<b>Planning Unit</b>	<b>Athletics - Women's Volleyball</b>
<b>Outcomes</b>	Student Athletes will maintain eligibility requirements for the National Junior College Athletic Association.
<b>Assess the extent to which the outcomes were achieved.</b>	All student athletes maintained eligibility for the semester.
<b>Data</b>	Check completed hours and grade point average at the end of each semester from transcript.
<b>How your unit will use this data for improving results.</b>	Data will reflect the need for more or the same amount of time management in academic studies. Use of study halls, grade checks, class schedule will be used.
<b>Does this year's data indicate changes or improvements from last year? Explain.</b>	All student athletes met the requirements of the NJCAA eligibility for this year. This includes hours completed and gpa.
<b>Do you need assistance with identifying outcomes or gathering assessment data?</b>	Yes
<b>Is the plan outcomes based? (1st submission)</b>	
<b>Is the plan data driven? (1st submission)</b>	
<b>Is the plan ongoing and evolving? (1st submission)</b>	
<b>Are the results being used? (1st submission)</b>	
<b>Comment - 1st submission</b>	
<b>Updated</b>	New submission

<b>Is the plan outcomes based? (2nd submission)</b>	Y
<b>Is the plan data driven? (2nd submission)</b>	N
<b>Is the plan ongoing and evolving? (2nd submission)</b>	N
<b>Are the results being used? (2nd submission)</b>	N
<b>Comment - Updated submission</b>	New submission (Donoho) Outcomes-Need at least 1 more related to edu. Mission of college. Data-Get IR data ASAP. Ongoing/Evolving-Compare year to year. Results-need to make a plan each year based on data (once you get it). 1) Add edu outcomes (i.e. students will maintain GPA). 2) Request IR data for 14-15. Fall 15 ASAP! 3) Be ready to set specific plans to try and affect the data and what it means about success of the student athletes. Reviewed at 3/16/16 IE meeting. Baseline report - more data will be presented in next cycle.

<b>Timestamp</b>	
<b>Username</b>	
<b>Submitted by</b>	Chi Mitchell
<b>Planning Unit</b>	<b>Athletics - Women's Basketball</b>
<b>Outcomes</b>	Nothing submitted
<b>Assess the extent to which the outcomes were achieved.</b>	
<b>Data</b>	
<b>How your unit will use this data for improving results.</b>	
<b>Does this year's data indicate changes or improvements from last year? Explain.</b>	
<b>Do you need assistance with identifying outcomes or gathering assessment data?</b>	
<b>Is the plan outcomes based? (1st submission)</b>	
<b>Is the plan data driven? (1st submission)</b>	
<b>Is the plan ongoing and evolving? (1st submission)</b>	
<b>Are the results being used? (1st submission)</b>	
<b>Comment - 1st submission</b>	
<b>Updated</b>	
<b>Is the plan outcomes based? (2nd</b>	

<b>submission)</b>	
<b>Is the plan data driven? (2nd submission)</b>	
<b>Is the plan ongoing and evolving? (2nd submission)</b>	
<b>Are the results being used? (2nd submission)</b>	
<b>Comment - Updated submission</b>	

<b>Timestamp</b>	
<b>Username</b>	
<b>Submitted by</b>	Fred Drago
<b>Planning Unit</b>	<b>Athletics - Women's Soccer</b>
<b>Outcomes</b>	Nothing submitted
<b>Assess the extent to which the outcomes were achieved.</b>	
<b>Data</b>	
<b>How your unit will use this data for improving results.</b>	
<b>Does this year's data indicate changes or improvements from last year? Explain.</b>	
<b>Do you need assistance with identifying outcomes or gathering assessment data?</b>	
<b>Is the plan outcomes based? (1st submission)</b>	
<b>Is the plan data driven? (1st submission)</b>	
<b>Is the plan ongoing and evolving? (1st submission)</b>	
<b>Are the results being used? (1st submission)</b>	
<b>Comment - 1st submission</b>	
<b>Updated</b>	
<b>Is the plan outcomes based? (2nd</b>	

submission)	
<b>Is the plan data driven? (2nd submission)</b>	
<b>Is the plan ongoing and evolving? (2nd submission)</b>	
<b>Are the results being used? (2nd submission)</b>	
<b>Comment - Updated submission</b>	

<b>Timestamp</b>	8/18/2015
<b>Username</b>	leslie.dean@cisco.edu
<b>Submitted by</b>	Leslie Dean
<b>Planning Unit</b>	<b>Athletics - Women's Softball</b>
<b>Outcomes</b>	Very successful. Best record and season in school history.
<b>Assess the extent to which the outcomes were achieved.</b>	We made it to playoffs and finished 3rd in the Region
<b>Data</b>	We use Presto sports to put in stats. Located on the NJCAA website.
<b>How your unit will use this data for improving results.</b>	We'll use a program called Game Changer nth is coming season to record and enter stats electronically. Less time consuming and we will not have to record play by play by hand.
<b>Does this year's data indicate changes or improvements from last year? Explain.</b>	We were so successful last season with all freshmen and our starters will be returning. We should have another outstanding season.
<b>Do you need assistance with identifying outcomes or gathering assessment data?</b>	No
<b>Is the plan outcomes based? (1st submission)</b>	P
<b>Is the plan data driven? (1st submission)</b>	P
<b>Is the plan ongoing and evolving? (1st submission)</b>	P
<b>Are the results being used? (1st submission)</b>	P
<b>Comment - 1st submission</b>	No link to academics-possible link-could spell out more clearly measurable. (Bell)
<b>Updated</b>	N
<b>Is the plan outcomes based? (2nd</b>	

submission)	
<b>Is the plan data driven? (2nd submission)</b>	
<b>Is the plan ongoing and evolving? (2nd submission)</b>	
<b>Are the results being used? (2nd submission)</b>	
<b>Comment - Updated submission</b>	

<b>Timestamp</b>	8/24/2015
<b>Username</b>	audra.taylor@cisco.edu
<b>Submitted by</b>	Audra Taylor
<b>Planning Unit</b>	<b>Business Services</b>
<b>Outcomes</b>	Please remove this "Business Services" category from Institutional Effectiveness. All areas of Business Services have been addressed.
<b>Assess the extent to which the outcomes were achieved.</b>	-
<b>Data</b>	-
<b>How your unit will use this data for improving results.</b>	-
<b>Does this year's data indicate changes or improvements from last year? Explain.</b>	-
<b>Do you need assistance with identifying outcomes or gathering assessment data?</b>	No
<b>Is the plan outcomes based? (1st submission)</b>	P
<b>Is the plan data driven? (1st submission)</b>	P
<b>Is the plan ongoing and evolving? (1st submission)</b>	P
<b>Are the results being used? (1st submission)</b>	P
<b>Comment - 1st submission</b>	Check "unit outcomes" business services removed.
<b>Updated</b>	Not received
<b>Is the plan outcomes</b>	

<b>based? (2nd submission)</b>	
<b>Is the plan data driven? (2nd submission)</b>	
<b>Is the plan ongoing and evolving? (2nd submission)</b>	
<b>Are the results being used? (2nd submission)</b>	
<b>Comment - Updated submission</b>	

<b>Timestamp</b>	2/1/2016
<b>Username</b>	audra.taylor@cisco.edu
<b>Submitted by</b>	Audra Taylor
<b>Planning Unit</b>	<b>Business Services – Accounting</b>
<b>Outcomes</b>	<p>This office will:</p> <ol style="list-style-type: none"> <li>1) Complete End-of-Month procedures in a timely manner</li> <li>2) Complete End-of-Year reports in a timely manner</li> <li>3) Apply athletic and activity scholarships in a timely manner</li> <li>4) Look for ways to save money in the budget</li> </ol>
<b>Assess the extent to which the outcomes were achieved.</b>	<ol style="list-style-type: none"> <li>1) Each month the End-of-Month procedures done in time for the CFO to provide the Monthly Financial Reports to the Board of Regents 12 of 12 months.</li> <li>2) 24 of 24 major reports where completed on time.</li> <li>3) This outcome will be assessed at a future date.</li> <li>4) The college sold the traveling fleet (12-15 passenger vans, recruiting vehicles, and conference travel vehicles) and contracted with Enterprise to rent vehicles. This saved \$40,000 in the budget.</li> </ol>
<b>Data</b>	<a href="https://drive.google.com/a/cisco.edu/file/d/0B3Z34EMi27vpdGZ4aVc3RG5fcFU/view?usp=sharing">https://drive.google.com/a/cisco.edu/file/d/0B3Z34EMi27vpdGZ4aVc3RG5fcFU/view?usp=sharing</a>
<b>How your unit will use this data for improving results.</b>	<ol style="list-style-type: none"> <li>1) We will maintain the End-of-Month procedures to ensure the Monthly Financial Reports are given to the Board of Regents when required.</li> <li>2) We will continue to complete End-of-Year reports as soon as the Annual Financial Audit is completed by the external auditor.</li> <li>3) This outcome will be assessed at a future date.</li> <li>4) We will continue to analyze expenditures to look for budget saving opportunities</li> </ol>
<b>Does this year's data indicate changes or improvements from last year? Explain.</b>	<ol style="list-style-type: none"> <li>1) There were 12 of 12 Monthly Financial Reports that were completed on time last year, so there is no change.</li> <li>2) There were 23 of 23 major reports that were completed on time last year, so there is no change.</li> <li>3) This outcome will be assessed at a future date.</li> <li>4) Yes, there was \$40,000 saved in the 15-16 budget.</li> </ol>
<b>Do you need assistance with identifying outcomes or gathering assessment data?</b>	No
<b>Is the plan outcomes</b>	P

<b>based? (1st submission)</b>	
<b>Is the plan data driven? (1st submission)</b>	P
<b>Is the plan ongoing and evolving? (1st submission)</b>	P
<b>Are the results being used? (1st submission)</b>	Y
<b>Comment - 1st submission</b>	Outcomes need to be written so they are measurable.
<b>Updated</b>	Y
<b>Is the plan outcomes based? (2nd submission)</b>	Y
<b>Is the plan data driven? (2nd submission)</b>	Y
<b>Is the plan ongoing and evolving? (2nd submission)</b>	Y
<b>Are the results being used? (2nd submission)</b>	Y
<b>Comment - Updated submission</b>	Improved (Donoho)

<b>Timestamp</b>	2/3/2016
<b>Username</b>	beverly.massey@cisco.edu
<b>Submitted by</b>	Beverly Massey
<b>Planning Unit</b>	<b>Business Services – Accounts Payable</b>
<b>Outcomes</b>	<p>1) Process and pay all Accounts Payables in a timely manner</p> <p>2) Correspond with campus and vendors to resolve issues on approvals and data entry.</p> <p>3) Encourage mandatory use of PCard to make payments when accepted to increase rebate.</p> <p>4) Continue to train yearly all DPS users for requisition entry and PCard management.</p> <p>5) Keep accurate, up to date files on all documents for Accounts Payable</p>
<b>Assess the extent to which the outcomes were achieved.</b>	<p>1) Daily approval of requisitions in the system waiting approval for payment. (see attachment)</p> <p>2) Follow up on emails and correspondence. Resolve the issue.</p> <p>3) Maintain goals of increasing rebate from Citibank on Pcard purchases. (see attachment)</p> <p>4) Schedule training with all new employees and annually as needed.</p> <p>5) All Accounts Payable processes and reporting is completed in a timely manner to close A/P at end of month.</p> <p>6) Auditor reviews all of the A/P files and Pcard controls with high reviews each year and presents his findings to the Board annually.</p>
<b>Data</b>	<p>Review of req approval over 3 months shows 82% are approved in less than 5 days, 10% in over 10 days, and only 1% are approved in over 30 days.</p> <p>See:<a href="https://drive.google.com/a/cisco.edu/file/d/0B6IEascJ7kIBUGZ0OTBmQWlxUTA/view?usp=sharing">https://drive.google.com/a/cisco.edu/file/d/0B6IEascJ7kIBUGZ0OTBmQWlxUTA/view?usp=sharing</a></p> <p>Pcard rebate increase percentages:</p> <p><a href="https://drive.google.com/a/cisco.edu/file/d/0B6IEascJ7kIBNIppNHIPa1FhUVE/view?usp=sharing">https://drive.google.com/a/cisco.edu/file/d/0B6IEascJ7kIBNIppNHIPa1FhUVE/view?usp=sharing</a></p>
<b>How your unit will use this data for improving results.</b>	<p>1) We will continue to process and approve Accounts Payable, and improve if we see the opportunity to expedite any service we provide.</p> <p>2) We will continue to correspond with campus and vendors, and mail out request for information to vendors annually for up to date info.</p> <p>3) Review monthly use of PCard and continue to encourage use.</p> <p>4) Continue to train and be a support staff for our processes.</p> <p>5) Be cautious in filing all documents accurately.</p> <p>6) Strive to keep all documentation at a standard of excellence to continue to get rave results from Auditor</p>
<b>Does this year's data indicate changes or improvements from last year? Explain.</b>	<p>1) Data shows more than 82% of requisitions are being processed within 1-5 days. Good stats</p> <p>2) Rebates continue to increase with satisfactory and encouraging results.</p> <p>3) Better communication is being observed and resolving issues are getting done more efficiently.</p>

	<p>4) Great results seen by having mandatory training annually.        5) This has not changed, we have been on time with our end of month procedures.        6) Continue on the same track!</p>
<b>Do you need assistance with identifying outcomes or gathering assessment data?</b>	No
<b>Is the plan outcomes based? (1st submission)</b>	N
<b>Is the plan data driven? (1st submission)</b>	N
<b>Is the plan ongoing and evolving? (1st submission)</b>	N
<b>Are the results being used? (1st submission)</b>	N
<b>Comment - 1st submission</b>	Needs work.
<b>Updated</b>	Not received
<b>Is the plan outcomes based? (2nd submission)</b>	Y
<b>Is the plan data driven? (2nd submission)</b>	N
<b>Is the plan ongoing and evolving? (2nd submission)</b>	P
<b>Are the results being used? (2nd submission)</b>	N
<b>Comment - Updated submission</b>	<p>1) Do not say see attachment. Explain results of data. What did data indicate to you. Committee should not have to review attachment. 2) Data is included in improvement item. Indicate year-to-year improvement here next year. (Hicks)</p>

<b>Timestamp</b>	2/1/2016
<b>Username</b>	audra.taylor@cisco.edu
<b>Submitted by</b>	Audra Taylor
<b>Planning Unit</b>	<b>Business Services – Bookstore</b>
<b>Outcomes</b>	<p>This office will:</p> <ol style="list-style-type: none"> <li>1) Track the cost of scholarship books each semester</li> <li>2) Track the amount of scholarship books not returned at the end of each semester</li> </ol>
<b>Assess the extent to which the outcomes were achieved.</b>	<ol style="list-style-type: none"> <li>1) We were unable to gather this data because of a new computer system. This outcome will be assessed at the next IE cycle.</li> <li>2) The scholarship books not returned at the end of Fall 2014 and Spring 2015 were identified and given to the Business Office to place holds on the student's accounts.</li> </ol>
<b>Data</b>	<ol style="list-style-type: none"> <li>1) We were unable to gather this data because of a new computer system. This outcome will be assessed at the next IE cycle.</li> <li>2) Fall 2014 had 38 students for \$12,132.00 in scholarship books that were not returned or damaged at the end of the semester. Spring 2015 had 30 students for \$9,911.00.</li> </ol>
<b>How your unit will use this data for improving results.</b>	<ol style="list-style-type: none"> <li>1) We were unable to gather this data because of a new computer system. This outcome will be assessed at the next IE cycle.</li> <li>2) We will use this data to track the effectiveness of our efforts to communicate with the students about returning their scholarship books at the end of each semester.</li> </ol>
<b>Does this year's data indicate changes or improvements from last year? Explain.</b>	<ol style="list-style-type: none"> <li>1) We were unable to gather this data because of a new computer system. This outcome will be assessed at the next IE cycle.</li> <li>2) No, it does not show improvement because we our number increased this year compared to last year by 21% for the Fall and 16% for the Spring.</li> </ol>
<b>Do you need assistance with identifying outcomes or gathering assessment data?</b>	No
<b>Is the plan outcomes based? (1st submission)</b>	P
<b>Is the plan data driven? (1st</b>	N

<b>submission)</b>	
<b>Is the plan ongoing and evolving? (1st submission)</b>	P
<b>Are the results being used? (1st submission)</b>	Y
<b>Comment - 1st submission</b>	Work on writing of outcomes. Need data.
<b>Updated</b>	Y
<b>Is the plan outcomes based? (2nd submission)</b>	Y
<b>Is the plan data driven? (2nd submission)</b>	Y
<b>Is the plan ongoing and evolving? (2nd submission)</b>	Y
<b>Are the results being used? (2nd submission)</b>	Y
<b>Comment - Updated submission</b>	Improved (Donoho) Data-some not available. Well done! 1) State specific efforts or actions in improvement plans (i.e., how are you improving communication w/students?)

<b>Timestamp</b>	2/1/2016
<b>Username</b>	audra.taylor@cisco.edu
<b>Submitted by</b>	Audra Taylor
<b>Planning Unit</b>	<b>Business Services – Business Office</b>
<b>Outcomes</b>	<p>This office will:</p> <ol style="list-style-type: none"> <li>1) Send emails to students to remind them of the payment deadline for each semester</li> <li>2) Send emails to students to notify them of being purged for non-payment</li> <li>3) Mail statement to students with balances during the year</li> </ol>
<b>Assess the extent to which the outcomes were achieved.</b>	<ol style="list-style-type: none"> <li>1) The following emails were sent for payment deadline reminders:             <ol style="list-style-type: none"> <li>a. Fall 2014 (pre-registration) - 1,295 emails sent on 7-23-14 and 1,267 emails sent on 7-30-14.</li> <li>b. Fall 2014 - 821 emails sent on 8-20-14 and 713 emails sent on 8-26-14.</li> <li>c. Spring 2015 (pre-registration) – 443 emails sent on 12-3-14</li> <li>d. Spring 2015 – 602 emails sent on 1-16-15</li> <li>e. December 2014 minimester – 36 emails sent on 12-15-14</li> <li>f. May 2015 minimester – 99 emails sent on 5-6-15</li> <li>g. Summer I and Long Summer 2015 (pre-registration) – 405 emails sent on 5-8-15 and 492 emails sent on 5-14-15</li> <li>h. May 2015 minimester – 33 emails sent on 5-14-15</li> <li>i. Summer I and Long Summer 2015 – 134 emails sent on 6-1-15</li> <li>j. Summer II 2015 (pre-registration) – 201 emails sent on 6-11-15 and 191 emails sent on 6-15-15</li> </ol> </li> <li>2) The following emails were sent for purge notification:             <ol style="list-style-type: none"> <li>a. Fall 2014 (pre-registration) – 174 emails sent on 8-12-14</li> <li>b. Fall 2014 – 171 emails sent on 9-8-14</li> <li>c. December 2014 minimester – 24 emails sent on 12-17-14</li> <li>d. Spring 2015 – 141 emails sent on 1-29-15</li> <li>e. Spring 2015 (2nd 7 weeks) – 28 emails sent on 3-27-15</li> <li>f. May 2015 minimester – 26 emails sent on 5-19-15</li> <li>g. Summer I and Long Summer 2015 (pre-registration) – 66 emails sent on 5-27-15</li> <li>h. Summer I and Long Summer 2015 – 32 emails sent on 6-4-15</li> <li>i. Summer II 2015 (pre-registration) – 49 emails sent on 6-24-15</li> <li>j. Summer II 2015 – 22 emails sent on 7-14-15</li> </ol> </li> <li>3) The following statements were sent:             <ol style="list-style-type: none"> <li>a. Fall 2014 – emailed 1364 students on 10-3-14 for balances</li> <li>b. Fall 2014, Spring 2015, Summer I, Long Summer, and Summer II had statements mailed through the United States Postal Service.</li> </ol> </li> </ol>
<b>Data</b>	The following is the % of students dropped compared to the number of

	<p>reminder e-mails sent:</p> <ul style="list-style-type: none"> <li>a. Fall 2014 (pre-registration) – 13.4% - 13.7%</li> <li>b. Fall 2014 – 20.8% - 24.0%</li> <li>c. Spring 2015 – 23.4%</li> <li>d. December 2014 minimester – 66.7%</li> <li>e. May 2015 minimester – 26.3% - 78.8%</li> <li>f. Summer I and Long Summer 2015 (pre-registration) – 16.3%</li> <li>g. Summer I and Long Summer 2015 – 23.9%</li> <li>h. Summer II 2015 (pre-registration) – 24.4%</li> </ul>
<b>How your unit will use this data for improving results.</b>	<p>We will use this data to compare to future semesters to determine whether the reminder e-mails are helping the students pay so they are not purged.</p> <p>The statements that were mailed to students were not tracked. We will start tracking this data for Spring 2016.</p>
<b>Does this year's data indicate changes or improvements from last year? Explain.</b>	<p>1) We did not keep the all the data from last year. We will have to make comparisons on the next IE cycle.      2) We did not keep the all the data from last year. We will have to make comparisons on the next IE cycle.      3) We did not keep the all the data from last year. We will have to make comparisons on the next IE cycle.      EC</p>
<b>Do you need assistance with identifying outcomes or gathering assessment data?</b>	No
<b>Is the plan outcomes based? (1st submission)</b>	P
<b>Is the plan data driven? (1st submission)</b>	P
<b>Is the plan ongoing and evolving? (1st submission)</b>	P
<b>Are the results being used? (1st submission)</b>	Y
<b>Comment - 1st submission</b>	No comment (?)
<b>Updated</b>	Y
<b>Is the plan outcomes</b>	P

<b>based? (2nd submission)</b>	
<b>Is the plan data driven? (2nd submission)</b>	P
<b>Is the plan ongoing and evolving? (2nd submission)</b>	Y
<b>Are the results being used? (2nd submission)</b>	P
<b>Comment - Updated submission</b>	Improved (Donoho) Outcomes-Restate as outcome, not method of assessment. 1) Outcome example: Office will set & publish payment deadlines. 2) Actions to improve results will say what the office will do to affect the # of emails, etc. required. (Hicks) Discussed at 3/16/16 IE meeting. Restate outcomes to clarify measurable rates.

<b>Timestamp</b>	8/24/2015
<b>Username</b>	audra.taylor@cisco.edu
<b>Submitted by</b>	Audra Taylor
<b>Planning Unit</b>	<b>Business Services – Human Resources</b>
<b>Outcomes</b>	- implement a sick leave pool
<b>Assess the extent to which the outcomes were achieved.</b>	<ul style="list-style-type: none"> <li>- policies and procedures were written and approved by the Director of Human Resources, the Executive Council, and the Board of Regents</li> <li>- forms were created by the Human Resources Office</li> </ul>
<b>Data</b>	<ul style="list-style-type: none"> <li>- held open enrollment in August and January</li> <li>- received donation forms from employees donating to the sick leave pool</li> </ul>
<b>How your unit will use this data for improving results.</b>	<ul style="list-style-type: none"> <li>- evaluate the number of participants and try to increase the amount of sick leave hours in the pool</li> </ul>
<b>Does this year's data indicate changes or improvements from last year? Explain.</b>	<ul style="list-style-type: none"> <li>- this was the first year of implementation</li> </ul>
<b>Do you need assistance with identifying outcomes or gathering assessment data?</b>	No
<b>Is the plan outcomes based? (1st submission)</b>	P
<b>Is the plan data driven? (1st submission)</b>	P
<b>Is the plan ongoing and evolving? (1st submission)</b>	P
<b>Are the results being used? (1st submission)</b>	Y
<b>Comment - 1st submission</b>	Data?
<b>Updated</b>	Not received
<b>Is the plan outcomes</b>	

<b>based? (2nd submission)</b>	
<b>Is the plan data driven? (2nd submission)</b>	
<b>Is the plan ongoing and evolving? (2nd submission)</b>	
<b>Are the results being used? (2nd submission)</b>	
<b>Comment - Updated submission</b>	

<b>Timestamp</b>	2/3/2016
<b>Username</b>	audra.taylor@cisco.edu
<b>Submitted by</b>	Audra Taylor
<b>Planning Unit</b>	<b>Business Services – Print Shop</b>
<b>Outcomes</b>	<p>This office will:</p> <ol style="list-style-type: none"> <li>1) Process print jobs for the college</li> <li>2) Find the best quality at an affordable price for white paper used throughout the college</li> </ol>
<b>Assess the extent to which the outcomes were achieved.</b>	<ol style="list-style-type: none"> <li>1) The following number of jobs were completed this year:             <ol style="list-style-type: none"> <li>a. Fall 2014 – 198</li> <li>b. Spring 2015 – 232</li> <li>c. Summer 2015 – 60</li> </ol> </li> <li>2) In June of 2014, we received 6 quotes for paper and we chose Liberty Paper at \$28.00 per case for 600 cases for a total of \$16,800 for the 2014-2015 budget year</li> </ol>
<b>Data</b>	<ol style="list-style-type: none"> <li>2) We received the following quotes:             <ol style="list-style-type: none"> <li>a. \$28.35 per case – Mayfield Paper</li> <li>b. \$29.10 per case – Ok Paper</li> <li>c. \$30.98 per case – RR Donnelley</li> <li>d. \$37.99 per case – Office Supply.com</li> <li>e. \$35.50 per case – Office Wise</li> </ol> </li> </ol>
<b>How your unit will use this data for improving results.</b>	<ol style="list-style-type: none"> <li>1) We will use this data to assess how much the employees utilize the Printshop.</li> <li>2) We will use this data to ensure we are getting the best price for our bulk paper.</li> </ol>
<b>Does this year's data indicate changes or improvements from last year? Explain.</b>	<ol style="list-style-type: none"> <li>1) The number of jobs completed decreased by 11% compared to last year.</li> <li>2) This year the price is slightly higher compared to last year which was \$16,500. The price of paper is always changing, so we will continue to make sure we are getting the best price.</li> </ol>
<b>Do you need assistance with identifying outcomes or gathering assessment data?</b>	No
<b>Is the plan outcomes based? (1st submission)</b>	P

<b>Is the plan data driven? (1st submission)</b>	P
<b>Is the plan ongoing and evolving? (1st submission)</b>	P
<b>Are the results being used? (1st submission)</b>	Y
<b>Comment - 1st submission</b>	Outcome needs to be specific & measurable. Is there anything else that can be improved on in the print shop?
<b>Updated</b>	Y
<b>Is the plan outcomes based? (2nd submission)</b>	Y
<b>Is the plan data driven? (2nd submission)</b>	Y
<b>Is the plan ongoing and evolving? (2nd submission)</b>	Y
<b>Are the results being used? (2nd submission)</b>	Y
<b>Comment - Updated submission</b>	Ongoing/Evolving-Compare in next IE cycle. Improvements-Determine steps to take for next year to increase use of shop. Improve performance and/or lower costs. Outcomes examples: Process print jobs in timely manner. To achieve minimal cost, complete 90% of jobs in 3 days or less. (Hicks) Discussed in 3/16/16 IE meeting - Outcomes should be stated as a timeline in this process to indicate efficiency.

<b>Timestamp</b>	1/26/2016
<b>Username</b>	martha.montgomery@cisco.edu
<b>Submitted by</b>	Martha Montgomery
<b>Planning Unit</b>	<b>Development</b>
<b>Outcomes</b>	<p>Development office worked on public relations with donors, prospective donors, vendors , sponsors and individuals while incorporating the college's mission and vision. Our office has ongoing record keeping to tract money donated and receipts and thank you's are sent for each donation.</p> <p>Outcomes for the Development office are measured as the projects are planned and then completed. Each year there may be different programs and projects planned. Each specific project or program may bring in very different results depending on the economy and on how the public feels about the need to give to that project. We strive to present the project in a manner that appeals to our donors and vendors. We stress signage for the donors to advertise their assistance for the program.</p> <p>Development office raises outside money for events and projects.</p> <p>This office develops and implements short-term and long-term fundraising to raise public and private contributions.</p> <p>Career Day-\$2,000. collected each year from sponsors and donations for gifts for drawing and donated snacks and drinks, Ranch Day \$1,000. gifted for drinks, and door prizes, each year, Wrangler Day,\$3,000. collected from sponsors for food, drinks and door prizes. FFA Contest 20 cases of soft drinks donated. Opening Faculty Meeting, 15 cases of drinks donated. Food Pantry from 2012-2015 a total of \$28,000. in cash donated plus at least \$15,000. in donated food items given. HVAC trailer \$4000. donated.</p> <p>Scholarship match program from 2005-2015 has raised \$195,000.</p> <p>Scholarships given each semester.</p> <p>Endowed scholarship from Clifton Woody for nurses has \$28,000.</p> <p>Scholarship given each semester.</p> <p>MS Doss Endowed Scholarship Fund \$400,000. scholarship given each year.</p> <p>We have an exclusive 5 year contact with Pesi Cola and we receive \$6,0000. per year. Contract start 2013 Nov. Several other special projects have raised \$1.million;Theater, Scholarships;Alumni, Friends;Athletics;Gym Face lift ;Memorial engraved stones and bricks; Memorial clock, memorial gate.</p> <p>Memorial gift program distributes approximately \$20,000. per year</p> <p>Development office organizes food and drinks for all events, and raise money through sponsors for these events. All are ongoing.</p> <p>Cisco has had two Capital Campaigns since 2001. Funds were requested from outside Foundations. New Horizons Campaign raised 1.3 million. For the second floor nursing wing we raised 1.35 million. We reached our goal for both projects.</p> <p>The development office works on public relations with donors, prospective donors, vendors, sponsors and individuals daily.the office cultivates relationships to gain trust, support and respect for Cisco College.</p>
<b>Assess the extent to</b>	The office achieved these outcomes through phone calls, e-mails, text,

<b>which the outcomes were achieved.</b>	personal visits, lunches, written responses, networking. Grants and proposals are written for special projects and campaigns deemed important by the College. Public relations is key to success and shoring up new and old relations.
<b>Data</b>	Data used was personal research, networking, visitation, phone calls, written correspondence, record keeping. New projects and programs that are presented to the office will be researched for their merit and value to the College.
<b>How your unit will use this data for improving results.</b>	This office will communicate more with our friends and alumni and try to improve results. Communicate with different groups and find out if they need to raise funds for their specific projects and if the Administration deems the program important We need to continue finding more avenues of giving , develop more friends of the college and seek more volunteers to help promote our campaigns and projects. This office will strive to find new means for reaching our alumni, friends , donors and vendors.
<b>Does this year's data indicate changes or improvements from last year? Explain.</b>	Always improvement and changes for the better, with more contacts, and networking, more e-mails more visitations. Strive to find new donors and continue to keep in contact with the donors that have previously given.
<b>Do you need assistance with identifying outcomes or gathering assessment data?</b>	No
<b>Is the plan outcomes based? (1st submission)</b>	P
<b>Is the plan data driven? (1st submission)</b>	P
<b>Is the plan ongoing and evolving? (1st submission)</b>	P
<b>Are the results being used? (1st submission)</b>	Y
<b>Comment - 1st submission</b>	Write as outcomes that are measurable. Need to show data.(?)
<b>Updated</b>	Y
<b>Is the plan outcomes</b>	P

<b>based? (2nd submission)</b>	
<b>Is the plan data driven? (2nd submission)</b>	P
<b>Is the plan ongoing and evolving? (2nd submission)</b>	P
<b>Are the results being used? (2nd submission)</b>	Y
<b>Comment - Updated submission</b>	Still seems confused on outcomes - included data in the outcomes column. (Donoho) Discussed at 3/16/16 IE Meeting.

<b>Timestamp</b>	1/25/2016
<b>Username</b>	steve.powell@cisco.edu
<b>Submitted by</b>	Steve Powell
<b>Planning Unit</b>	<b>Information Technology (IT)</b>
<b>Outcomes</b>	<p>1 Provide telecommunication and voice mail services, target 98% uptime.</p> <p>2 Insure POISE Information is available, target 98% uptime.</p> <p>3 Provide a Document Database (Filebound), target 100% availability.</p> <p>4 Insure Internet/Network Access, target 95% availability.</p> <p>5 Provide Help Desk service and monitor work orders, target 100% service level resolution.</p> <p>6 Keep Hardware current.</p> <p>7 Prepare for data recovery in case of a disaster, target 100% recoverability.</p> <p>8 Make Fax/Print Services available, target 95% uptime.</p>
<b>Assess the extent to which the outcomes were achieved.</b>	<p>1. Phone System - Our phone systems are independent from each site. The phone and voice mail system was up and available 99% of the Spring semester.</p> <p>2. POISE - The student information database was up and available 100% of the Spring semester.</p> <p>CANVAS LMS (listed on last IE report) - The Canvas LMS system is now the responsibility of the Director of Distance Learning</p> <p>3. Document Database (Filebound) - This service was available approximately 98% during the Spring semester. There have been some performance issues with the financial aid workflow which has been available though slow at times.</p> <p>4. Internet/Network Access - The ISP (Internet Service Provider) is different at each site location. AT&amp;T services the Abilene Education Center and WestTexConnect services Cisco Campus. The Network availability for both sites for the Spring semester was less than 100%. The internet service for</p>

	<p>Abilene Education Center was 100%, and the Cisco Campus was 97% for the Staff/Faculty and 97% for the student dorm network.</p> <p>5. Help Desk - During the Spring semester we had a total of 279 work order requests and 278 completed.</p> <p>6. Hardware - During the Spring semester we replaced/upgraded classroom projectors, and document viewers.</p> <p>7. Disaster Preparedness - We have backed up all critical data every night and other data weekly. We also create weekly archives of data and store them offsite. The Cisco Campus data is stored at the Abilene Education Center and the Abilene Education Center data is stored at the Cisco Campus.</p> <p>8. Fax/Print - We provided networked fax and print services during this time frame with 100% availability.</p>
<b>Data</b>	<a href="https://drive.google.com/a/cisco.edu/folderview?id=0B4rtqS1-p-_ufnhCODNEVmNSY2htVXZ1YkVPY0hCa2FEMXM0WDRIWmVqanU4NGtFV2o2NEk&amp;usp=sharing">https://drive.google.com/a/cisco.edu/folderview?id=0B4rtqS1-p-_ufnhCODNEVmNSY2htVXZ1YkVPY0hCa2FEMXM0WDRIWmVqanU4NGtFV2o2NEk&amp;usp=sharing</a>
<b>How your unit will use this data for improving results.</b>	<p>1. Phone System - We have found that the phone systems have a vulnerability due to hardware limitations. While trying to get funding for moving to a virtual environment, we are insuring that the current physical servers have replacement redundant hardware supplies available to cut down time in the event of hardware failure.</p> <p>2. POISE SIS - Our POISE server is robust and built for high availability. I now have the remote backup in place to the cloud. In the event of a disaster, we will have the critical data available and the hosting company (Jenzabar) will spin up a virtual server that we can access to continue critical operations while hardware is restored. We are also upgrading hardware on the POISE system to allow an upgrade of the Operating System. This upgrade will increase the performance of data access.</p> <p>CANVAS LMS - The Canvas LMS system is a cloud hosted service. This has been moved to the Director of Distance Learning.</p> <p>3. Document Database (Filebound) - Since we have moved this to a hosted service, we have been experiencing some performance issues with the financial aid workflows. I am working closely with the Filebound technicians and our local ISP to resolve the issue. We are currently in the process of trying to determine the cause.</p> <p>4. Internet/Network Access - Currently our network and internet access is adequate for both sites. We will continue to monitor bandwidth demands and usage to decide the need for bandwidth allocation in the future.</p> <p>5. Help Desk - The number of help desk requests gives us an indication of the overall health of our hardware/software. We've had a total of 279 work</p>

	<p>orders submitted during the Spring semester compared to 441 from the previous semester which shows an impressive drop in issues.</p> <p>6. Hardware Services - 100% of the faculty computers have been replaced. 100% of the most used student Labs have been replaced. We are still working on replacing the less used labs with replaced computers from the staff/faculty.</p> <p>7. Disaster Preparedness - We are continuing the daily backups and weekend archives. We have also started the hosted remote backup for our SIS data.</p> <p>8. The Fax/Print service has been identified for upgrade in the near future. It is currently on the Windows Server 2003 platform and needs to be upgraded to windows server 2008.</p>
<b>Does this year's data indicate changes or improvements from last year? Explain.</b>	<ol style="list-style-type: none"> <li>1. Our phone/voice mail has remained unchanged since last IE report.</li> <li>2. Our POISE system has been experiencing issues related to the current operating system. This does not affect data availability but does highlight the need for some hardware and Operating System upgrades. This is currently in the process of being done.</li> <li>3. Document Database (Filebound) - Filebound has been improved with version upgrades. We did start having a performance issue with the financial aid workflow which is in the process of being resolved.</li> <li>4. Internet/Network Access - Continues to meet the demands of the college. I've not had any complaints concerning slow internet connection.</li> <li>5. The help desk continues to meet the needs of the college. I have noticed some work orders with long open times. I have addressed this by re-emphasizing to the technicians the response time required for each level of seriousness.</li> <li>6. The hardware rollout of new PC's is estimated to be 90% complete. All high priority replacements have been completed, we are now working on less priority by reconditioning older PC's from the Staff to less used labs.</li> <li>7. Our backup system remains good. We have added the hosted (cloud) backup for the POISE critical data.</li> <li>8. The Fax/Print services remain unchanged.</li> </ol>
<b>Do you need assistance with identifying outcomes or gathering assessment data?</b>	No

<b>Is the plan outcomes based? (1st submission)</b>	P
<b>Is the plan data driven? (1st submission)</b>	Y
<b>Is the plan ongoing and evolving? (1st submission)</b>	Y
<b>Are the results being used? (1st submission)</b>	Y
<b>Comment - 1st submission</b>	No comment (Caraway)
<b>Updated</b>	Y
<b>Is the plan outcomes based? (2nd submission)</b>	Y
<b>Is the plan data driven? (2nd submission)</b>	Y
<b>Is the plan ongoing and evolving? (2nd submission)</b>	Y
<b>Are the results being used? (2nd submission)</b>	Y
<b>Comment - Updated submission</b>	Outcomes Updated (Donoho); Clear, specific, A plan with a process-well done. (Wiegand)

<b>Timestamp</b>	4/28/2015
<b>Username</b>	joe.carter@cisco.edu
<b>Submitted by</b>	Joe Carter
<b>Planning Unit</b>	<b>Institutional Research, IE and Strategic Planning</b>
<b>Outcomes</b>	<p>Institutional Effectiveness Targeted Outcomes:</p> <ol style="list-style-type: none"> <li>1. 3 Task Force Teams with recommendations submitted to Exec Council</li> <li>2. Stakeholder input process implemented</li> <li>3. IE process revised to address effectiveness of planning units at executing their core mission tasks</li> <li>4. A complete cycle of the revised IE process executed without major issues</li> <li>5. Student Achievement outcomes for the college posted to the college website</li> </ol> <p>Institutional Research Outcomes</p> <ol style="list-style-type: none"> <li>1. All State and Federal mandated reports submitted before deadlines</li> <li>2. State and Federal mandated reports require no corrections after submission deadlines</li> <li>3. All ad hoc information requests filled within an average of 5 days</li> <li>4. All Factbook reports updated for the most recent completed year</li> <li>5. Statewide performance ranking generated for the college</li> <li>6. Completions data analysis for Completions Task Force</li> </ol> <p>Strategic Planning outcomes:</p> <ol style="list-style-type: none"> <li>1. College Mission/Vision statement revised</li> <li>2. Dual credit competitive proposal created</li> <li>3. 2010-2015 strategic plan wrapup</li> </ol>
<b>Assess the extent to which the outcomes were achieved.</b>	<p>Institutional Effectiveness Assessment</p> <ol style="list-style-type: none"> <li>1. Task force teams - 66% complete Only 2 out of the targeted 3 task force teams were formed and completed their work</li> <li>2. Stakeholder input process - 100% complete General Campus Recommendations form implemented and some recommendations were acted upon</li> <li>3. New IE process implementation - 100% complete Some additional tuning may be required, but the process is essentially complete and is working effectively</li> <li>4. IE cycle complete - 100% projected by end of year</li> <li>5. Student Achievement Outcomes - 100% complete Outcomes calculated and posted to the website</li> </ol> <p>IR Outcomes Assessment</p> <ol style="list-style-type: none"> <li>1. State and Federal Reporting - 100% 14 of 14 reports submitted by deadline</li> <li>2. State and Federal Report Accuracy - 93% 1 of 14 reports had to be corrected after submission</li> <li>3. Ad hoc report requests - 100% 84 reports generated in an average of 5 days after request</li> </ol>

	<p>4. Factbook reporting - 57% to date 13 of 23 Factbook reports are complete at present. We may be able complete the updates before yearend</p> <p>5. Statewide performance ranking stats - 100% The ranking procedure and actual data were created</p> <p>6. Completions data analysis - ??? This task is incomplete at this time. It is unknown whether we'll be able to complete it by end of year</p> <p>Strategic Planning outcomes assessment:</p> <p>1. Mission/Vision statement - 30% complete to date Strawman created but still needs several iterations before completion</p> <p>2. Dual credit competitive proposal created - ??? Not yet begun - end of year status of this task is undetermined at this time</p> <p>3. 2010-15 strategic plan wrapup - ??? Not yet begun - end of year status of this task is undetermined at this time</p>
<b>Data</b>	<a href="https://drive.google.com/a/cisco.edu/file/d/0BwrimhOjpSMrU2Z2MIJnSIZZb1E/view?usp=sharing">https://drive.google.com/a/cisco.edu/file/d/0BwrimhOjpSMrU2Z2MIJnSIZZb1E/view?usp=sharing</a>
<b>How your unit will use this data for improving results.</b>	<p>Data indicates a need to:</p> <ol style="list-style-type: none"> <li>1. Budget for and implement an automated reporting system for recurring reports to reduce the number of ad hoc requests, currently at 2 requests per week and growing</li> <li>2. Implement Completions Task Force</li> <li>3. Finalize new Mission/Vision statement</li> </ol>
<b>Does this year's data indicate changes or improvements from last year? Explain.</b>	<p>Definite improvements:</p> <ol style="list-style-type: none"> <li>1. Increasing demand and capacity for ad hoc data reporting</li> <li>2. Task force teams and recommendations process to involve stakeholders in IE improvements</li> <li>3. Much improved more effective IE process</li> <li>4. Greater reliance on data college wide for assessment and decision making</li> </ol>
<b>Do you need assistance with identifying outcomes or gathering assessment data?</b>	No
<b>Is the plan outcomes based? (1st submission)</b>	Y
<b>Is the plan data driven? (1st submission)</b>	Y
<b>Is the plan ongoing and evolving? (1st submission)</b>	Y

<b>Are the results being used? (1st submission)</b>	Y
<b>Comment - 1st submission</b>	No Comment (Caraway)
<b>Updated</b>	N
<b>Is the plan outcomes based? (2nd submission)</b>	
<b>Is the plan data driven? (2nd submission)</b>	
<b>Is the plan ongoing and evolving? (2nd submission)</b>	
<b>Are the results being used? (2nd submission)</b>	
<b>Comment - Updated submission</b>	

<b>Timestamp</b>	5/7/2015
<b>Username</b>	randy.golson@cisco.edu
<b>Submitted by</b>	Randal Golson
<b>Planning Unit</b>	<b>Instruction</b>
<b>Outcomes</b>	<p>Goal #1: Cisco College will achieve an above median statewide ranking in all measures of student success.</p> <p>Goal #2: Cisco College will achieve an aggregate ranking across all measures of student success in the top 5 of mid-sized community colleges in the state.</p> <p>Goal #3: Cisco College will achieve an aggregate ranking across all measures of student success in the top ten of community colleges in the state.</p> <p>Goal #4: Cisco College will achieve an above median ranking in fall term to fall term retention of non-graduating students</p>
<b>Assess the extent to which the outcomes were achieved.</b>	<p>Goal #1:</p> <p>Our current performance against Goal #1: Cisco College has achieved an above average ranking in 16 out of 18 measures of student success</p> <p>Goal #2:</p> <p>Our current performance against Goal #2: Cisco College is the # 1 ranked medium sized Texas college in terms of student success.</p> <p>Goal #3:</p> <p>Our current performance against Goal # 3: Cisco College is the # 2 ranked college in Texas in terms of student success.</p> <p>Goal #4:</p> <p>Our retention rate for part time students was above median for 2012 and 2013.</p>
<b>Data</b>	<a href="https://drive.google.com/file/d/0B6MxbrT9_yyGWIRJU3d4Tkxsxczg/view?usp=sharing">https://drive.google.com/file/d/0B6MxbrT9_yyGWIRJU3d4Tkxsxczg/view?usp=sharing</a>
<b>How your unit will use this data for improving results.</b>	By looking closely at each of the 18 Student Success Measures and the 2 Student Retention Measures we will be able to pinpoint specific areas of concern and determine if that area is a weakness or a threat. Additionally, this data will indicate areas that are performing well and allow Cisco College to continue emphasizing our successful items, as is, and allow the reallocation of time and resources to the less successful indicators
<b>Does this year's data indicate changes or improvements from last year? Explain.</b>	<p>According to the findings Cisco College ranked number 1 and number 2 in two of the four areas of interest. These were an aggregate ranking of top five in medium colleges across the state and an aggregate ranking of top ten in all college across the state in Student Success.</p> <p>In the category of Student Success, Cisco College achieved an above average ranking in 16 out of 18 measures.</p> <p>The fourth area showed Cisco college was below the state average in retention of students from fall to spring for 2012 academic year. However,</p>

	for the 2013 academic year Cisco College rose above the state median.
<b>Do you need assistance with identifying outcomes or gathering assessment data?</b>	No
<b>Is the plan outcomes based? (1st submission)</b>	P
<b>Is the plan data driven? (1st submission)</b>	Y
<b>Is the plan ongoing and evolving? (1st submission)</b>	P
<b>Are the results being used? (1st submission)</b>	Y
<b>Comment - 1st submission</b>	No Comment (Caraway)
<b>Updated</b>	Y
<b>Is the plan outcomes based? (2nd submission)</b>	
<b>Is the plan data driven? (2nd submission)</b>	
<b>Is the plan ongoing and evolving? (2nd submission)</b>	
<b>Are the results being used? (2nd submission)</b>	
<b>Comment - Updated submission</b>	Discussed at 3/16/16 IE meeting. Heather Hicks and Carol Dupree will confer to discuss chairs/department heads performing program level assessment to include on the division-level IE questionnaires.

<b>Timestamp</b>	1/15/2016
<b>Username</b>	brandi.terry@cisco.edu
<b>Submitted by</b>	Brandi Terry
<b>Planning Unit</b>	<b>Ag &amp; Industrial Technology – Agriculture Dept</b>
<b>Outcomes</b>	As a department we are working on marketing the program to increase enrollment. We are taking advantage of every opportunity to keep the program in the public eye, promote extracurricular opportunities for students (Meat Judging Team), and making as many recruitment visits as possible. By increasing enrollment we hope to increase revenue, and in turn alleviate budget constraints. We will also use fundraising events to alleviate budget constraints.
<b>Assess the extent to which the outcomes were achieved.</b>	Cisco College added the Meat Judging team in 2014, which has allowed us to extend the marketing of the Cisco College Agriculture Department beyond our immediate service area. We compete in contests in Colorado, Nebraska, Kansas, and Texas. The team has experienced some success which has contributed to recruitment being an easier task. We have increased our team membership each year, and that number will double with the 2016 team. With the addition of the Agriculture Building to the Cisco Campus we are now able to host FFA Leadership Developmental Events and FFA Career Developmental Events which brings hundreds of students (agriculture majors and non-agriculture majors) to the campus. We use the FFA CDE event as a departmental fundraiser which brings in several thousand dollars.
<b>Data</b>	<p>Intercollegiate Meat Judging Contest Results:  <a href="http://www.meatscience.org/students/meat-judging-program/contest-results">http://www.meatscience.org/students/meat-judging-program/contest-results</a></p> <p>Meat Judging Team Members:  <a href="https://docs.google.com/a/cisco.edu/spreadsheets/d/1j1APYggstC1CAAtKioSr7MXuLBR97apCE5w-Rgfm-uQ/edit?usp=sharing">https://docs.google.com/a/cisco.edu/spreadsheets/d/1j1APYggstC1CAAtKioSr7MXuLBR97apCE5w-Rgfm-uQ/edit?usp=sharing</a></p> <p>Agriculture Enrollment:  <a href="https://docs.google.com/a/cisco.edu/spreadsheets/d/1xw6KDXQnX5GIFunwxTkluCn5GCujqoPG01lj3rOHFIA/edit?usp=sharing">https://docs.google.com/a/cisco.edu/spreadsheets/d/1xw6KDXQnX5GIFunwxTkluCn5GCujqoPG01lj3rOHFIA/edit?usp=sharing</a></p> <p>LDE and CDE Recruitment:  <a href="https://docs.google.com/a/cisco.edu/spreadsheets/d/1quct6TljW_C_L6GGdyNI2zfqoukCi3W3ZBHOd0fHLmk/edit?usp=sharing">https://docs.google.com/a/cisco.edu/spreadsheets/d/1quct6TljW_C_L6GGdyNI2zfqoukCi3W3ZBHOd0fHLmk/edit?usp=sharing</a></p>
<b>How your unit will use this data for improving results.</b>	Use the data to show the importance of extracurricular opportunities and adequate facilities for recruitment and for the program.
<b>Does this year's data indicate changes or improvements from</b>	Inconclusive. I don't have access to enrollment data from 2013. I expect to show an increase in the Fall 2014 enrollment compared to 2013, but don't have the data to show. We didn't have a Meat Judging Team in 2013, so

<b>last year? Explain.</b>	there isn't anything to compare to. However, the judging team is helping with recruitment and interest in the Agriculture Program as a whole from prospective students.
<b>Do you need assistance with identifying outcomes or gathering assessment data?</b>	No
<b>Is the plan outcomes based? (1st submission)</b>	P
<b>Is the plan data driven? (1st submission)</b>	Y
<b>Is the plan ongoing and evolving? (1st submission)</b>	P
<b>Are the results being used? (1st submission)</b>	Y
<b>Comment - 1st submission</b>	No comment (Caraway)
<b>Updated</b>	Y
<b>Is the plan outcomes based? (2nd submission)</b>	P
<b>Is the plan data driven? (2nd submission)</b>	
<b>Is the plan ongoing and evolving? (2nd submission)</b>	
<b>Are the results being used? (2nd submission)</b>	
<b>Comment - Updated submission</b>	No changes made (Donoho) Outcomes-Do not label as program. 1) Ag may report as dept. but also should report on SLOs. 2) State outcomes as outcome (i.e. increase dept & activity marketing; increase enrollment; increase revenue). (Hicks) Discussed at 3/16/16. Enter outcomes in list form rather than as a narrative.

<b>Timestamp</b>	5/3/2015
<b>Username</b>	rick.marks@cisco.edu
<b>Submitted by</b>	Rick Marks
<b>Planning Unit</b>	<b>Ag &amp; Industrial Technology – Auto Tech Dept</b>
<b>Outcomes</b>	<ol style="list-style-type: none"> <li>1. Provide training that will enable students to obtain employment upon graduation.</li> <li>2. Train students to meet ASE and local industry standards.</li> <li>3. Maintain a completion rate that will surpass Texas Coordinating Board requirements</li> <li>4. Provide students with competent instruction.</li> </ol>
<b>Assess the extent to which the outcomes were achieved.</b>	<ol style="list-style-type: none"> <li>1. Over 90% of the automotive graduates have obtained positions in local automotive industries this past year.</li> <li>2. There are 8 major ASE certifications. 21 students attempted the ASE certification tests. 20 students were able to pass two ASE certifications. 1 student was able to pass one ASE certification. These students were able to gain employment which also indicates the met industry standards.</li> <li>3. We had 21 students complete the automotive certificate program which is far above Co-Board requirements.</li> <li>4. All automotive instructors work in the automotive industry and or obtain professional development during the year to stay competent in the emerging technology of the automotive industry.</li> <li>5. Students are evaluated and scored by all instructors on competency profiles which are reviewed with students during and upon completion of the program.</li> </ol>
<b>Data</b>	Supporting documentation was uploaded to Google docs last fall and are still the ones currently used.
<b>How your unit will use this data for improving results.</b>	Division chair and automotive faculty review all outcome data collected to look for weaknesses developing in the training provided by instructors. We also meet the automotive advisory committee to evaluate current technology in the industry to determine what type of professional development is needed to stay current with such technology.
<b>Does this year's data indicate changes or improvements from last year? Explain.</b>	<p>Every year data collected indicates some type of change that will be required for the following year. The automotive technology is constantly evolving and instructors must adapt their courses to deliver training that is current. Local advisory boards also provide valuable information that will enable the instructors to provide the type of training and knowledge that is currently in demand.</p> <p>Competency profiles, ASE test results and local industry will dictate changes that need to be made to the automotive program to enable student success.</p>
<b>Do you need assistance with identifying outcomes or gathering</b>	No

<b>assessment data?</b>	
<b>Is the plan outcomes based? (1st submission)</b>	Y
<b>Is the plan data driven? (1st submission)</b>	Y
<b>Is the plan ongoing and evolving? (1st submission)</b>	Y
<b>Are the results being used? (1st submission)</b>	Y
<b>Comment - 1st submission</b>	No Comment (Caraway)
<b>Updated</b>	N
<b>Is the plan outcomes based? (2nd submission)</b>	
<b>Is the plan data driven? (2nd submission)</b>	
<b>Is the plan ongoing and evolving? (2nd submission)</b>	
<b>Are the results being used? (2nd submission)</b>	
<b>Comment - Updated submission</b>	

<b>Timestamp</b>	5/3/2015
<b>Username</b>	rick.marks@cisco.edu
<b>Submitted by</b>	Rick Marks
<b>Planning Unit</b>	<b>Ag &amp; Industrial Technology – Industrial Tech Dept</b>
<b>Outcomes</b>	<ol style="list-style-type: none"> <li>1. Provide training and certification exams that will enable students to obtain or advance in their employment upon graduation.</li> <li>2. Train students to meet local industry standards.</li> <li>3. Maintain a completion rate that will surpass Texas Coordinating Board requirements</li> <li>4. Provide students with competent instruction.</li> </ol>
<b>Assess the extent to which the outcomes were achieved.</b>	<ol style="list-style-type: none"> <li>1. All of the industrial technology graduates have obtained positions in local industries this past year. In addition, 4 other graduates who currently work in the industrial field were given higher salaries upon completion.</li> <li>2. All students are trained based upon the criteria set forth by the industrial technology advisory committee. As already stated, students were able to gain employment which also indicates they met industry standards. To help meet industry standards, all students are evaluated and scored by all instructors on competency profiles which are reviewed with students during and upon completion of the program</li> <li>3. There were 7 graduates from the certificate program which is above Co-Board requirements.</li> <li>4. All industrial instructors work in the industry and or obtain professional development during the year to stay competent in the emerging technologies of the industrial technology industry.</li> </ol>
<b>Data</b>	Supporting documentation was uploaded to Google docs last fall and are still the ones currently in use.
<b>How your unit will use this data for improving results.</b>	Division chair and Industrial Technology faculty review all outcome data collected to look for weaknesses developing in the training provided by instructors. We also meet the Industrial Technology advisory committee to evaluate current technology in the industry to determine what type of professional development is needed to stay current with such technology.
<b>Does this year's data indicate changes or improvements from last year? Explain.</b>	<p>Every year data collected indicates some type of change that will be required for the following year. The Industrial Technology technology is constantly evolving and instructors must adapt their courses to deliver training that is current. Local advisory boards also provide valuable information that will enable the instructors to provide the type of training and knowledge that is currently in demand.</p> <p>Competency profiles, and local industry will dictate changes that need to be made to the Industrial Technology program to enable student success.</p>
<b>Do you need</b>	No

<b>assistance with identifying outcomes or gathering assessment data?</b>	
<b>Is the plan outcomes based? (1st submission)</b>	Y
<b>Is the plan data driven? (1st submission)</b>	Y
<b>Is the plan ongoing and evolving? (1st submission)</b>	Y
<b>Are the results being used? (1st submission)</b>	Y
<b>Comment - 1st submission</b>	No Comment (Caraway)
<b>Updated</b>	N
<b>Is the plan outcomes based? (2nd submission)</b>	
<b>Is the plan data driven? (2nd submission)</b>	
<b>Is the plan ongoing and evolving? (2nd submission)</b>	
<b>Are the results being used? (2nd submission)</b>	
<b>Comment - Updated submission</b>	

<b>Timestamp</b>	5/7/2015
<b>Username</b>	charlotte.speegle@cisco.edu
<b>Submitted by</b>	Charlotte Speegle
<b>Planning Unit</b>	<b>Ag &amp; Industrial Technology – Management Dept</b>
<b>Outcomes</b>	<p>The Business Management Program includes individual outcomes for each course. In addition to outcomes, the Business Management assessed teamwork skills and communication skills.</p> <p><b>Business Management</b>  <b>Level I, Level II, AAS Degree</b>  <b>Career &amp; Technical Courses /Course Outcomes</b></p> <p><b>BMGT 1327      Principles of Management</b>  <b>Outcomes:</b> Explain various theories, processes, and functions of management; apply theories to a business environment, identify leadership roles in organizations, and describe elements of the communication process.</p> <p><b>MRKG 1311      Principles of Marketing</b>  <b>Outcomes:</b> Identify the marketing mix components in relation to market segmentation; explain the environmental factors which influence consumer and organizational decision-making processes; and outline a marketing plan.</p> <p><b>BMGT 2305      Advanced Communication</b>  <b>Outcomes:</b> A study of advanced principles of oral and written communications for managers.</p> <p><b>ACNT 1303      Introduction to Accounting I</b>  <b>Outcomes:</b> Define accounting terminology; analyze and record business transactions in a manual and computerized environment; complete the accounting cycle; prepare financial statements; and apply accounting concepts related to cash and payroll.</p> <p><b>BMGT 1482      Cooperative Education – Business Administration and Management</b>  <b>Outcomes:</b> As outlined in the learning plan, apply the theory, concepts, and skills involving specialized materials, tools, equipment, procedures, regulations, laws, and interactions within and among political, economic, environmental, social, and legal systems associated with the occupation and the business/industry and will</p>

	<p>demonstrate legal and ethical behavior, safety practices, interpersonal and teamwork skills, and appropriate written and verbal communication skills using the terminology of the occupation and the business /industry.</p>
HRPO 2301	<p><b>Human Resources Management</b></p> <p>Outcomes: Describe and explain the development of human resources management; evaluate current methods of job analysis, recruitment, selection, training/development, performance management, promotion, and separation; discuss management's ethical, social, and legal responsibilities; assess methods of compensation and benefits planning; and analyze the role of strategic human resource planning in support of organizational mission and objectives.</p>
BMGT 2309	<p><b>Leadership</b></p> <p>Outcomes: Determine individual leadership styles; distinguish differences between leadership and management; explain the effects of leadership style on organizational environment apply principles of leadership with individuals.</p>
HRPO 2307	<p><b>Organizational Behavior</b></p> <p>Outcomes: Explain organizational theory as it relates to \ management practices, employee relations, and structure of the organization to fits its environment and operation; analyze leadership styles and determine their effectiveness in employee situations; identify methods in resolving organizational problems; describe the impact of corporate culture on employee behavior; and analyze team dynamics, team building strategies, and cultural diversity.</p>
ITSW 1404	<p><b>Introduction to Spreadsheets</b></p> <p>Outcomes: Define spreadsheet terminology and concepts, create formulas and functions, use formatting features, and generate charts, graphs, and reports.</p>
BMGT 1483	<p><b>Cooperative Education – Business Administration and Management</b></p> <p>Outcomes: As outlined in the learning plan, apply the theory, concepts, and skills involving specialized materials, tools, equipment, procedures, regulations, laws, and</p>

	<p>interactions within and among political, economic, environmental, social, and legal systems associated with the occupation and the business/industry and will demonstrate legal and ethical behavior, safety practices, interpersonal and teamwork skills, and appropriate written and verbal communication skills using the terminology of the occupation and the business /industry.</p>
BMGT 1344	Negotiations and Conflict Management
Outcomes:	Recognize non-verbal aspects and overall communication skills in negotiations and conflict resolution; recognize power in negotiations; identify strategies in group negotiations; demonstrate strategy and tactics in personal preparation for negotiations; and assess interpersonal styles and characteristics of negotiation and conflict resolution.
ACNT 1304	Introduction to Accounting II
Outcomes:	Define accounting terminology; analyze and record Business transactions for a merchandising operation in a manual and computerized environment; calculate interest and apply valuation methods for receivables and payables; and utilize various inventory and depreciation methods.
BMGT 2347	Critical Thinking and Problem Solving
Outcomes:	Describe analytical and systems-based problem-solving tools and methods to improve performance; apply problem solving tools to business processes; and write, present, and defend project recommendations.
BUSG 2309	Small Business Management
Outcomes:	Identify management skills for a small business; outline issues related to choosing a business, obtaining a return on investment; and create a business plan.
The following general education courses are included in the AAS curriculum:	
Humanities/Fine Arts	
SOCI 1301	
MATH 1342	
SPCH 1315 or	
SPCH 1321	

<b>Assess the extent to which the outcomes were achieved.</b>	<p>Courses in the Business Management Program are structured to provide students with multiple opportunities to participate in communication skills and teamwork skills.</p> <p>Opportunities include:</p> <ul style="list-style-type: none"> <li>Business Article Review - written and oral presentation (individual)</li> <li>Personal Reaction Paper - research on a Fortune 500 company; written and oral presentation (individual)</li> <li>Capstone Project - Development of a business - written prospectus, PowerPoint presentation (team project);</li> <li>Development of a policy handbook - written handbook</li> <li>PowerPoint presentation (team project).</li> </ul> <p>Re-design of an existing business - written business plan (team project)</p> <p>Students improved greatly with regard to communication and teamwork skills. They are better prepared to work in teams and communicate to a group..</p>
<b>Data</b>	<p>Students are graded on the following representing communication and teamwork skills:</p> <ul style="list-style-type: none"> <li>Business Article Review - 20% of final grade</li> <li>Personal Reaction Paper - 20% of final grade</li> <li>Capstone Project - Team - 20% of final grade</li> </ul>
<b>How your unit will use this data for improving results.</b>	<p>Results will be used to determine changes that should be made with regard to requirements for written/oral and teamwork components of the course.</p>
<b>Does this year's data indicate changes or improvements from last year? Explain.</b>	<p>Changes were made to the requirements for the communication and teamwork areas.</p> <p>The number of students per team was increased. The PowerPoint presentation was increased to 15-20 minutes to include more required components.</p>
<b>Do you need assistance with identifying outcomes</b>	No

<b>or gathering assessment data?</b>	
<b>Is the plan outcomes based? (1st submission)</b>	Y
<b>Is the plan data driven? (1st submission)</b>	Y
<b>Is the plan ongoing and evolving? (1st submission)</b>	Y
<b>Are the results being used? (1st submission)</b>	Y
<b>Comment - 1st submission</b>	Write outcomes that are measurable, specific. Show numbers for data if any. (?)
<b>Updated</b>	N
<b>Is the plan outcomes based? (2nd submission)</b>	
<b>Is the plan data driven? (2nd submission)</b>	
<b>Is the plan ongoing and evolving? (2nd submission)</b>	
<b>Are the results being used? (2nd submission)</b>	
<b>Comment - Updated submission</b>	

<b>Timestamp</b>	5/3/2015
<b>Username</b>	rick.marks@cisco.edu
<b>Submitted by</b>	Rick Marks
<b>Planning Unit</b>	<b>Ag &amp; Industrial Technology – Real Estate Dept</b>
<b>Outcomes</b>	<ol style="list-style-type: none"> <li>Provide training and practice exams that will enable students to pass the TDLR Salesperson's exam to be able to gain employment after graduation.</li> <li>Maintain a completion rate that will surpass Texas Coordinating Board requirements</li> <li>Provide students with competent instruction.</li> </ol>
<b>Assess the extent to which the outcomes were achieved.</b>	<ol style="list-style-type: none"> <li>70% of the real estate certificate completers were able to pass the TDLR Salespersons exam this year. This indicates training was valid but instructional content would need to be evaluated to determine why a lower pass rate than expected occurred.</li> <li>12 students completed the certificate program which far exceeds completion rates set forth by the Co-Board.</li> <li>All real estate instructors are TDLR licensed and currently work in the real estate industry. The instructors also undergo continuing education required by TDLR which indicates they are current in knowledge needed to train students.</li> </ol>
<b>Data</b>	Practice exams for students are on the TDLR website and can't be attached. Pre/post test results are kept in division chairs office for review upon request.
<b>How your unit will use this data for improving results.</b>	Pass/fail rates of students who take the TDLR Salesperson's Certification exam is the primary method of evaluation used to improve completion results. We also review practice test scores as well as pre/post testing scores to evaluate and make changes to the program.
<b>Does this year's data indicate changes or improvements from last year? Explain.</b>	We achieved a 70% pass rate for students taking the TDLR Salesperson's Certification exam this school year. Investigation is currently on going to determine why and what changes may need to be made to the real estate program.
<b>Do you need assistance with identifying outcomes or gathering assessment data?</b>	No
<b>Is the plan outcomes based? (1st submission)</b>	Y
<b>Is the plan data driven? (1st submission)</b>	Y

<b>Is the plan ongoing and evolving? (1st submission)</b>	Y
<b>Are the results being used? (1st submission)</b>	Y
<b>Comment - 1st submission</b>	Nothing submitted.(Bell)
<b>Updated</b>	N
<b>Is the plan outcomes based? (2nd submission)</b>	
<b>Is the plan data driven? (2nd submission)</b>	
<b>Is the plan ongoing and evolving? (2nd submission)</b>	
<b>Are the results being used? (2nd submission)</b>	
<b>Comment - Updated submission</b>	

<b>Timestamp</b>	5/3/2015
<b>Username</b>	rick.marks@cisco.edu
<b>Submitted by</b>	Rick Marks
<b>Planning Unit</b>	<b>Ag &amp; Industrial Technology – Refrigeration/AC Dept</b>
<b>Outcomes</b>	<ol style="list-style-type: none"> <li>1. Provide training that will enable students to obtain employment upon graduation.</li> <li>2. Train students to meet NATE, TDLR, and local industry standards.</li> <li>3. Provide students the knowledge to pass the EPA and TDLR certification exams.</li> <li>4. Maintain a completion rate that will surpass Texas Coordinating Board requirements</li> <li>5. Provide students with competent instruction.</li> </ol>
<b>Assess the extent to which the outcomes were achieved.</b>	<ol style="list-style-type: none"> <li>1. Over 90% of the HVACR graduates have obtained positions in local air conditioning service industries this past year.</li> <li>2. Students are trained on NATE and TDLR requirements and are given practice tests to determine competency throughout the program. In addition, students are rated on industry developed competency profiles.</li> <li>3. We had 11 students complete the HVACR certificate program which is far above Co-Board requirements.</li> <li>4. All HVACR instructors work in the HVACR industry and or obtain professional development during the year to stay competent in the emerging technology of the HVACR industry.</li> <li>5. Students are evaluated and scored by all instructors on competency profiles which are reviewed with students during and upon completion of the program.</li> </ol>
<b>Data</b>	Supporting documentation was uploaded to Google docs last fall and are still the ones currently in use.
<b>How your unit will use this data for improving results.</b>	Division chair and HVACR faculty review all outcome data collected to look for weaknesses developing in the training provided by instructors. We also meet with the HVACR advisory committee to evaluate current technology in the industry to determine what type of professional development is needed to stay current with such technology as well as new diagnostic equipment that students need to be trained on.
<b>Does this year's data indicate changes or improvements from last year? Explain.</b>	<p>Every year data collected indicates some type of change that will be required for the following year. The HVACR technology is constantly evolving and instructors must adapt their courses to deliver training that is current. Local advisory boards also provide valuable information that will enable the instructors to provide the type of training and knowledge that is currently in demand.</p> <p>Competency profiles, NATE and EPA test results and local industry will dictate changes that need to be made to the HVACR program to enable student success.</p>

<b>Do you need assistance with identifying outcomes or gathering assessment data?</b>	No
<b>Is the plan outcomes based? (1st submission)</b>	Y
<b>Is the plan data driven? (1st submission)</b>	Y
<b>Is the plan ongoing and evolving? (1st submission)</b>	Y
<b>Are the results being used? (1st submission)</b>	Y
<b>Comment - 1st submission</b>	Nothing submitted.(Bell)
<b>Updated</b>	N
<b>Is the plan outcomes based? (2nd submission)</b>	
<b>Is the plan data driven? (2nd submission)</b>	
<b>Is the plan ongoing and evolving? (2nd submission)</b>	
<b>Are the results being used? (2nd submission)</b>	
<b>Comment - Updated submission</b>	

<b>Timestamp</b>	5/3/2015
<b>Username</b>	rick.marks@cisco.edu
<b>Submitted by</b>	Rick Marks
<b>Planning Unit</b>	<b>Ag &amp; Industrial Technology – Welding Dept</b>
<b>Outcomes</b>	<ol style="list-style-type: none"> <li>1. Provide training and certification testing that will enable students to obtain employment upon graduation.</li> <li>2. Train students to meet AWS and local industry standards.</li> <li>3. Maintain a completion rate that will surpass Texas Coordinating Board requirements</li> <li>4. Provide students with competent instruction.</li> </ol>
<b>Assess the extent to which the outcomes were achieved.</b>	<ol style="list-style-type: none"> <li>1. All of the welding technology graduates have obtained positions in local industries this past year.</li> <li>2. All students are trained and tested based upon the criteria set forth by AWS standards and the welding technology advisory committee and local industry. As already stated, students were able to gain employment which also indicates they met industry standards.</li> <li>3. There were 9 graduates from the certificate program which is above Co-Board requirements.</li> <li>4. All welding instructors work in the industry and or obtain professional development during the year to stay competent in the welding industry</li> </ol>
<b>Data</b>	Supporting documentation was uploaded to Google docs last fall and are still the ones currently in use
<b>How your unit will use this data for improving results.</b>	Division chair and welding faculty review all outcome data collected to look for weaknesses developing in the training provided by instructors. We also meet the welding advisory committee to establish current industry standards to determine what type of professional development is needed to stay current with these standards.
<b>Does this year's data indicate changes or improvements from last year? Explain.</b>	Every year data collected indicates some type of change that will be required for the following year. Competency profiles, AWS test results and local industry will dictate changes that need to be made to the welding program to enable student success.
<b>Do you need assistance with identifying outcomes or gathering assessment data?</b>	No
<b>Is the plan outcomes based? (1st submission)</b>	Y

<b>Is the plan data driven? (1st submission)</b>	Y
<b>Is the plan ongoing and evolving? (1st submission)</b>	Y
<b>Are the results being used? (1st submission)</b>	Y
<b>Comment - 1st submission</b>	Nothing submitted.(Bell)
<b>Updated</b>	N
<b>Is the plan outcomes based? (2nd submission)</b>	
<b>Is the plan data driven? (2nd submission)</b>	
<b>Is the plan ongoing and evolving? (2nd submission)</b>	
<b>Are the results being used? (2nd submission)</b>	
<b>Comment - Updated submission</b>	

<b>Timestamp</b>	1/21/2016
<b>Username</b>	kelly.meyer@cisco.edu
<b>Submitted by</b>	Kelly Meyer
<b>Planning Unit</b>	<b>Allied Health – Medical Assisting Dept</b>
<b>Outcomes</b>	The outcome for the Medical Assistant program was for job placement of the 2012 cohort by 10% to meet the 60% threshold.
<b>Assess the extent to which the outcomes were achieved.</b>	The 2012 cohort met the job placement 60% benchmark and was well above at 75% , which is about a 20% increase from the 2011 cohort.
<b>Data</b>	send attachments
<b>How your unit will use this data for improving results.</b>	To increase job placement in the Medical Assistant program we added an Allied Health Facebook page to place jobs from our local community. We have placed 6 physician offices jobs on this page.
<b>Does this year's data indicate changes or improvements from last year? Explain.</b>	The 2008 cohort has been removed off of the MA annual report, since recording is for the last five years, there continues to be an increase in job placement for 2012 and 2013 cohorts.
<b>Do you need assistance with identifying outcomes or gathering assessment data?</b>	No
<b>Is the plan outcomes based? (1st submission)</b>	Y
<b>Is the plan data driven? (1st submission)</b>	Y
<b>Is the plan ongoing and evolving? (1st submission)</b>	Y
<b>Are the results being used? (1st submission)</b>	Y
<b>Comment - 1st submission</b>	No comment (Bell)
<b>Updated</b>	Y
<b>Is the plan outcomes</b>	N

<b>based? (2nd submission)</b>	
<b>Is the plan data driven? (2nd submission)</b>	P
<b>Is the plan ongoing and evolving? (2nd submission)</b>	P
<b>Are the results being used? (2nd submission)</b>	P
<b>Comment - Updated submission</b>	No changes made (Donoho) Only 1 outcome? What student learning outcomes are required from program? Job placement is relevant but not student-learning. (Hicks) Discussed at 3/16/16 IE meeting. Outcomes need to be stated in terms of state mandates.

<b>Timestamp</b>	1/21/2016
<b>Username</b>	kelly.meyer@cisco.edu
<b>Submitted by</b>	Kelly Meyer
<b>Planning Unit</b>	<b>Allied Health – Pharmacy Tech Dept</b>
<b>Outcomes</b>	The unit outcome for the pharmacy technician program was to continue to increase scores on the national certification exam and increase job placement by 20%.
<b>Assess the extent to which the outcomes were achieved.</b>	The 2014-2015 pharmacy technician graduates had a 100% pass rate on the national certification exam and
<b>Data</b>	Send as attachments
<b>How your unit will use this data for improving results.</b>	<p>The pharmacy technician program uses the strategic plan to evaluate the strengths, weaknesses and threats to the program. The strategic plan is discussed with the advisory committee annually.</p> <ol style="list-style-type: none"> <li>1. Increase equipment, supplies for lab exercises to meet accreditation standards, graduate survey 80% benchmark for laboratory course work.</li> <li>2. Locate room to accommodate a room and lab space for program.</li> <li>3. Changes to curriculum to be completed by Jan 15, 2015.</li> </ol>
<b>Does this year's data indicate changes or improvements from last year? Explain.</b>	<ol style="list-style-type: none"> <li>1. The equipment for the programs labs will continue to be evaluated to meet the needs of the program.</li> <li>2. The benchmark for the curriculum was met with 100% completion by the Jan 15, 2015 deadline.</li> <li>3. The 90% benchmark for the pharmacy technician lab portion was not meet, the students completed their labs in three different lab areas. Continue to monitor for supplies, equipment and space to complete all lab and course work in one classroom.</li> </ol>
<b>Do you need assistance with identifying outcomes or gathering assessment data?</b>	No
<b>Is the plan outcomes based? (1st submission)</b>	Y
<b>Is the plan data driven? (1st submission)</b>	Y
<b>Is the plan ongoing and evolving? (1st submission)</b>	Y

<b>Are the results being used? (1st submission)</b>	Y
<b>Comment - 1st submission</b>	No comment (Bell)
<b>Updated</b>	Y
<b>Is the plan outcomes based? (2nd submission)</b>	Y
<b>Is the plan data driven? (2nd submission)</b>	Y
<b>Is the plan ongoing and evolving? (2nd submission)</b>	Y
<b>Are the results being used? (2nd submission)</b>	Y
<b>Comment - Updated submission</b>	No changes made (Donoho) Discussed at 3/16/16 IE meeting. Include thresholds.

<b>Timestamp</b>	1/21/2016
<b>Username</b>	kelly.meyer@cisco.edu
<b>Submitted by</b>	Jeff Lawrence
<b>Planning Unit</b>	<b>Allied Health – Respiratory Therapy Dept</b>
<b>Outcomes</b>	<ol style="list-style-type: none"> <li>1. Cohort attrition</li> <li>2. Cohort job placement</li> <li>3. Cohort pass rate on national board exam</li> <li>4. Annual accreditation survey rate of return</li> <li>5. Annual accreditation survey scores</li> <li>6. Maintain program accreditation</li> </ol> <p>*CoARC is Commission on Accreditation for Respiratory Care</p>
<b>Assess the extent to which the outcomes were achieved.</b>	<ol style="list-style-type: none"> <li>1. 2014 Cohort attrition was below CoARC 40% threshold</li> <li>2. 2014 Cohort job placement 100%. CoARC threshold is 70%.</li> <li>3. 2014 Cohort pass rate on national board exam was 100%. CoARC threshold is 80%. Our program is at 125% of National mean pass rate of 80%.</li> <li>4. 2014 Annual accreditation survey rate of return exceeded CoARC threshold</li> <li>5. 2014 Annual accreditation survey scores met or exceeded CoARC cut score of 3 or higher in most areas. There were some areas rated below the cut score that have been addressed. Results of 2015 surveys are pending.</li> <li>6. CoARC changed the program accreditation status from "Initial" Accreditation to "Continuing" Accreditation until 2021, with added the stipulation that the annual Report of Current Status satisfies all CoARC standards.</li> </ol>
<b>Data</b>	The CoARC's Report of Current Status (RCS) and the Resource Assessment Matrix (RAM) are annual reports submitted no later than July 1st. The RCS data entry is web base and is password protected. The data can be provided as a hard copy or PDF.
<b>How your unit will use this data for improving results.</b>	<ol style="list-style-type: none"> <li>1. Seek advice from the Advisory Committee for improving the clinical experience for our students.</li> <li>2. Explore other opportunities for clinical experience outside of Abilene.</li> <li>3. Request part-time clinical faculty or additional hours to have clinical instructors rotate to the 4 clinical sites.</li> <li>4. Declining college enrollment is a threat to the program. It weakens the program's selection pool for quality students and graduates.</li> <li>5. Utilize the program's success rate as a recruitment tool.</li> </ol>

<b>Does this year's data indicate changes or improvements from last year? Explain.</b>	<p>1. The program has addressed some of the concerns expressed on the 2014 program surveys (RAM).</p> <p>(a) "State-of-the art" equipment has been purchased for laboratory practice.</p> <p>(b) Seek manufactures of respiratory equipment to sell equipment at discounted rates to educational programs.</p> <p>2. Adjunct faculty was approved to help with lab and clinical education. Program is requesting additional part-time assistance.</p>
<b>Do you need assistance with identifying outcomes or gathering assessment data?</b>	No
<b>Is the plan outcomes based? (1st submission)</b>	Y
<b>Is the plan data driven? (1st submission)</b>	Y
<b>Is the plan ongoing and evolving? (1st submission)</b>	Y
<b>Are the results being used? (1st submission)</b>	Y
<b>Comment - 1st submission</b>	No comment (Bell)
<b>Updated</b>	Y
<b>Is the plan outcomes based? (2nd submission)</b>	Y
<b>Is the plan data driven? (2nd submission)</b>	Y
<b>Is the plan ongoing and evolving? (2nd submission)</b>	Y
<b>Are the results being</b>	Y

used? (2nd submission)	
<b>Comment - Updated submission</b>	Updated (Donoho) Include thresholds in outcomes. Nice job! (Hicks) Discussed at 3/16/16 IE meeting.

<b>Timestamp</b>	1/21/2016
<b>Username</b>	kelly.meyer@cisco.edu
<b>Submitted by</b>	Jennifer Mazey
<b>Planning Unit</b>	<b>Allied Health – Surgical Tech Dept</b>
<b>Outcomes</b>	<p>Increase Cohort Retention by 50%</p> <p>Increase Graduate Placement by 25%</p> <p>Increase Employer Survey Return rate by 50%</p> <p>Increase Employer Satisfaction rate by 85%</p> <p>Increase Student Survey Return rate by 50%</p> <p>Increase Student Satisfaction rate by 85%</p>
<b>Assess the extent to which the outcomes were achieved.</b>	<p>The cohort retention for 2014-2015 was not achieved, was 40%</p> <p>The cohort graduate placement outcome was achieved by 100%</p> <p>The Employer survey and satisfaction will be assessed in May 2016</p> <p>The student survey and satisfaction rate will be assessed in February 2016.</p> <p>Accreditation standards strict guidelines as to when the survey's will be sent out.</p>
<b>Data</b>	<a href="https://docs.google.com/a/cisco.edu/file/d/0B1PfSRM4ABRaVVFNd0JGVDFBZ1k/edit">https://docs.google.com/a/cisco.edu/file/d/0B1PfSRM4ABRaVVFNd0JGVDFBZ1k/edit</a>
<b>How your unit will use this data for improving results.</b>	<p>To increase retention, a new meeting with potential students and their families will occur at the beginning of May to show what the program is really like. The application process has also been opened up for the entire year to get a larger pool of students to choose from.</p> <p>To address graduate placement, more contacts with operating room managers will be made, as well as student counseling for continued education to those who do not again employment.</p> <p>A new program director was put in place aid with graduate and employer satisfaction.</p> <p>The program director will hand deliver and wait to receive employer surveys to battle below average return rates.</p> <p>Open and consistent communication should assist in getting timely responses for student surveys.</p>
<b>Does this year's data indicate changes or improvements from last year? Explain.</b>	The data shows very little change from prior years. It seems that practices that should have been implemented were being ignored.
<b>Do you need assistance with identifying outcomes</b>	No

<b>or gathering assessment data?</b>	
<b>Is the plan outcomes based? (1st submission)</b>	N
<b>Is the plan data driven? (1st submission)</b>	P
<b>Is the plan ongoing and evolving? (1st submission)</b>	P
<b>Are the results being used? (1st submission)</b>	P
<b>Comment - 1st submission</b>	No listed outcomes. Seems like only results listed. Needs to attend workshop on format when we convene in January 2016.
<b>Updated</b>	Y
<b>Is the plan outcomes based? (2nd submission)</b>	Y
<b>Is the plan data driven? (2nd submission)</b>	Y
<b>Is the plan ongoing and evolving? (2nd submission)</b>	Y
<b>Are the results being used? (2nd submission)</b>	Y
<b>Comment - Updated submission</b>	Updated (Donoho) Great! (Hicks) Discussed at 3/16/16 IE meeting.

<b>Timestamp</b>	2/14/2016
<b>Username</b>	debra.slaton@cisco.edu
<b>Submitted by</b>	Debra Slaton
<b>Planning Unit</b>	<b>Developmental &amp; Education - Developmental Math Dept</b>
<b>Outcomes</b>	<ol style="list-style-type: none"> <li>1. Define, represent, and perform operations on real and complex numbers.</li> <li>2. Recognize, understand, and analyze features of a function.</li> <li>3. Recognize and use algebraic (field) properties, concepts, procedures (including factoring), and algorithms to combine, transform, and evaluate absolute value, polynomial, radical and rational expressions.</li> <li>4. Identify and solve absolute value, polynomial, radical, and rational equations.</li> <li>5. Identify and solve absolute value and linear inequalities.</li> <li>6. Model, interpret and justify mathematical ideas and concepts using multiple representations.</li> <li>7. Connect and use multiple strands of mathematics in situations and problems, as well as in the study of other disciplines.</li> </ol>
<b>Assess the extent to which the outcomes were achieved.</b>	<p>Success rates in Dmat 0403 at the Abilene campus: 60%  Success rates in Dmat 0403 at the Cisco campus: 40%</p> <p>Pre/post % change in Dmat 0403 was 56.68%</p> <p>Spring success rates for Dmat 0403 are Abilene-52%, Cisco-32%. These rates are lower than the fall success rates.</p>
<b>Data</b>	<a href="https://docs.google.com/a/cisco.edu/document/d/15rSBBIRBQxZS4g9Ko0oq2AZYzLZZ77QIUvLOFjXFn2Q/edit?usp=sharing">https://docs.google.com/a/cisco.edu/document/d/15rSBBIRBQxZS4g9Ko0oq2AZYzLZZ77QIUvLOFjXFn2Q/edit?usp=sharing</a>
<b>How your unit will use this data for improving results.</b>	<p>Results for the Division from the SWOT survey were positive in relation to the collaboration with colleagues and department meetings. We will continue to meet and discuss improvements.</p> <p>Each instructor completes the Course Assessment Report and this information is used to plan improvements for the next year. Also, pre/post exams have been mapped to student learning outcomes during the Spring 2015 year. Some pre/post exams were revised by faculty to better align with the SLOs. After the Fall 2015 semester, data will be analyzed and shared at the department meetings in January 2016.</p> <p>see link above</p>
<b>Does this year's data indicate changes or improvements from last year? Explain.</b>	<p>Fall 2013 success rates for Dmat 0403 were 40%. The Fall 2014 rates represent a significant increase.  Pre/post reports indicate a decrease from the Fall 2013 scores ( from 77.23% change to 56.68% change), although grades do not correlate to this.</p> <p>Spring success rates for Dmat 0403 were 53%.</p>

<b>Do you need assistance with identifying outcomes or gathering assessment data?</b>	No
<b>Is the plan outcomes based? (1st submission)</b>	Y
<b>Is the plan data driven? (1st submission)</b>	Y
<b>Is the plan ongoing and evolving? (1st submission)</b>	Y
<b>Are the results being used? (1st submission)</b>	Y
<b>Comment - 1st submission</b>	All of report is outcome based and has data to support. The report shows how data is used for improvements and is ongoing.
<b>Updated</b>	Y
<b>Is the plan outcomes based? (2nd submission)</b>	
<b>Is the plan data driven? (2nd submission)</b>	
<b>Is the plan ongoing and evolving? (2nd submission)</b>	
<b>Are the results being used? (2nd submission)</b>	
<b>Comment - Updated submission</b>	Updated (Donoho) Discussed at 3/16/16 IE meeting.

<b>Timestamp</b>	4/30/2015
<b>Username</b>	debra.slaton@cisco.edu
<b>Submitted by</b>	Debra Slaton
<b>Planning Unit</b>	<b>Developmental &amp; Education - Developmental Reading Dept</b>
<b>Outcomes</b>	<p>Locate explicit textual information, draw complex inferences, and describe, analyze, and evaluate the information within and across multiple texts of varying lengths.</p> <p>Evaluate relevance and quality of ideas and information in recognizing, formulating, and developing a claim.</p>
<b>Assess the extent to which the outcomes were achieved.</b>	<a href="https://docs.google.com/a/cisco.edu/document/d/1aG6LbcKRIB5EZYQvZsz3rwuYBroBbHb-FdZTLq0gOXo/edit?usp=sharing">https://docs.google.com/a/cisco.edu/document/d/1aG6LbcKRIB5EZYQvZsz3rwuYBroBbHb-FdZTLq0gOXo/edit?usp=sharing</a>
<b>Data</b>	<a href="https://docs.google.com/a/cisco.edu/document/d/1aG6LbcKRIB5EZYQvZsz3rwuYBroBbHb-FdZTLq0gOXo/edit?usp=sharing">https://docs.google.com/a/cisco.edu/document/d/1aG6LbcKRIB5EZYQvZsz3rwuYBroBbHb-FdZTLq0gOXo/edit?usp=sharing</a>
<b>How your unit will use this data for improving results.</b>	<a href="https://docs.google.com/a/cisco.edu/document/d/1aG6LbcKRIB5EZYQvZsz3rwuYBroBbHb-FdZTLq0gOXo/edit?usp=sharing">https://docs.google.com/a/cisco.edu/document/d/1aG6LbcKRIB5EZYQvZsz3rwuYBroBbHb-FdZTLq0gOXo/edit?usp=sharing</a>
<b>Does this year's data indicate changes or improvements from last year? Explain.</b>	The success rates for this semester have increased from 58% in Derw 0403 to 66%.
<b>Do you need assistance with identifying outcomes or gathering assessment data?</b>	No
<b>Is the plan outcomes based? (1st submission)</b>	Y
<b>Is the plan data driven? (1st submission)</b>	Y
<b>Is the plan ongoing and evolving? (1st submission)</b>	Y
<b>Are the results being used? (1st submission)</b>	Y

<b>Comment - 1st submission</b>	All well done. The outcomes are listed with data to support. In fall of 2016 the report and data will be used to plan and improve activities.
<b>Updated</b>	Not received
<b>Is the plan outcomes based? (2nd submission)</b>	N
<b>Is the plan data driven? (2nd submission)</b>	P
<b>Is the plan ongoing and evolving? (2nd submission)</b>	P
<b>Are the results being used? (2nd submission)</b>	N
<b>Comment - Updated submission</b>	1) Success rate data is useful, but what data indicates SLO achievement? 2) Samples or summary of instructor results & plans needed (Hicks)

<b>Timestamp</b>	2/14/2016
<b>Username</b>	debra.slaton@cisco.edu
<b>Submitted by</b>	Debra Slaton
<b>Planning Unit</b>	<b>Developmental &amp;Education - Developmental Writing Dept</b>
<b>Outcomes</b>	<p>Locate explicit textual information, draw complex inferences, and describe, analyze, and evaluate the information within and across multiple texts of varying lengths.</p> <p>Evaluate relevance and quality of ideas and information in recognizing, formulating, and developing a claim.</p>
<b>Assess the extent to which the outcomes were achieved.</b>	The Derw 0403 course had an average 66% success rate for Fall 2014. Spring success rates averaged 49%.
<b>Data</b>	<a href="https://docs.google.com/a/cisco.edu/document/d/1aG6LbcKRIB5EZYQvZsz3rwuYBroBbHb-FdZTLq0gOXo/edit?usp=sharing">https://docs.google.com/a/cisco.edu/document/d/1aG6LbcKRIB5EZYQvZsz3rwuYBroBbHb-FdZTLq0gOXo/edit?usp=sharing</a>
<b>How your unit will use this data for improving results.</b>	<a href="https://docs.google.com/a/cisco.edu/document/d/1aG6LbcKRIB5EZYQvZsz3rwuYBroBbHb-FdZTLq0gOXo/edit?usp=sharing">https://docs.google.com/a/cisco.edu/document/d/1aG6LbcKRIB5EZYQvZsz3rwuYBroBbHb-FdZTLq0gOXo/edit?usp=sharing</a>
<b>Does this year's data indicate changes or improvements from last year? Explain.</b>	<p>The post test mean for writing was 90.5, which is an increase from last fall 2013.</p> <p>Spring 15 post test results demonstrated an average of 92%.</p>
<b>Do you need assistance with identifying outcomes or gathering assessment data?</b>	No
<b>Is the plan outcomes based? (1st submission)</b>	Y
<b>Is the plan data driven? (1st submission)</b>	Y
<b>Is the plan ongoing and evolving? (1st submission)</b>	Y
<b>Are the results being used? (1st submission)</b>	Y

<b>Comment - 1st submission</b>	Last page good improvement plan. Report is data driven. (Muller)
<b>Updated</b>	Y
<b>Is the plan outcomes based? (2nd submission)</b>	
<b>Is the plan data driven? (2nd submission)</b>	
<b>Is the plan ongoing and evolving? (2nd submission)</b>	
<b>Are the results being used? (2nd submission)</b>	
<b>Comment - Updated submission</b>	Updated (Donoho) Discussed at 3/16/16 IE meeting.

<b>Timestamp</b>	1/22/2016
<b>Username</b>	debra.slaton@cisco.edu
<b>Submitted by</b>	Debra Slaton
<b>Planning Unit</b>	<b>Instruction - Developmental &amp; Education Division</b>
<b>Outcomes</b>	<ol style="list-style-type: none"> <li>1. To maintain academic standards and to cultivate academic competencies in reading, writing, and mathematics necessary for success in college courses</li> <li>2. To develop students' critical thinking skills</li> <li>3. To increase retention and completions of DE sequences</li> <li>4. To advance effectiveness in teaching through collaboration and professional development</li> </ol>
<b>Assess the extent to which the outcomes were achieved.</b>	<a href="https://docs.google.com/a/cisco.edu/document/d/1iKBy0ltY7b1jMhPzvGlxlyKxOgECqJDuZOwxv7D2Nvs/edit?usp=sharing">https://docs.google.com/a/cisco.edu/document/d/1iKBy0ltY7b1jMhPzvGlxlyKxOgECqJDuZOwxv7D2Nvs/edit?usp=sharing</a>
<b>Data</b>	<a href="https://docs.google.com/a/cisco.edu/document/d/1iKBy0ltY7b1jMhPzvGlxlyKxOgECqJDuZOwxv7D2Nvs/edit?usp=sharing">https://docs.google.com/a/cisco.edu/document/d/1iKBy0ltY7b1jMhPzvGlxlyKxOgECqJDuZOwxv7D2Nvs/edit?usp=sharing</a>
<b>How your unit will use this data for improving results.</b>	<a href="https://docs.google.com/a/cisco.edu/document/d/1iKBy0ltY7b1jMhPzvGlxlyKxOgECqJDuZOwxv7D2Nvs/edit?usp=sharing">https://docs.google.com/a/cisco.edu/document/d/1iKBy0ltY7b1jMhPzvGlxlyKxOgECqJDuZOwxv7D2Nvs/edit?usp=sharing</a>
<b>Does this year's data indicate changes or improvements from last year? Explain.</b>	Spring withdrawal rates are high and faculty are addressing the options.
<b>Do you need assistance with identifying outcomes or gathering assessment data?</b>	No
<b>Is the plan outcomes based? (1st submission)</b>	Y
<b>Is the plan data driven? (1st submission)</b>	Y
<b>Is the plan ongoing and evolving? (1st submission)</b>	Y
<b>Are the results being</b>	Y

<b>used? (1st submission)</b>	
<b>Comment - 1st submission</b>	Very well done. No comments - since all is in compliance. (Muller)
<b>Updated</b>	Y
<b>Is the plan outcomes based? (2nd submission)</b>	
<b>Is the plan data driven? (2nd submission)</b>	
<b>Is the plan ongoing and evolving? (2nd submission)</b>	
<b>Are the results being used? (2nd submission)</b>	
<b>Comment - Updated submission</b>	Updated (Donoho) Discussed at 3/16/16 IE meeting.

<b>Timestamp</b>	2/3/2016
<b>Username</b>	debra.slaton@cisco.edu
<b>Submitted by</b>	Debra Slaton
<b>Planning Unit</b>	<b>Developmental &amp; Education - Education</b>
<b>Outcomes</b>	<p>Education 1100</p> <ol style="list-style-type: none"> <li>1. apply course content to academic, career, and life choices</li> <li>2. identify essential Cisco College campus resources, including the tutoring center, library, counseling offices, computer labs, etc.</li> <li>3. apply self-management techniques to build constructive academic habits and eliminate unproductive habits.</li> <li>4. use technological tools and library resources to acquire information, solve problems and communicate effectively.</li> <li>5. describe the expectations of faculty and the culture of higher education</li> <li>6. construct a personal learning system informed by the research and theory in the psychology of learning, cognition, and motivation.</li> <li>7. develop and use teamwork as a means to goal attainment</li> <li>8. identify and demonstrate the ability to apply standards and elements of critical thinking</li> <li>9. describe the concept of personal responsibility and apply appropriate strategies to current courses</li> <li>10. apply course material to improve critical thinking based on the acquisition of theoretical knowledge</li> </ol>
<b>Assess the extent to which the outcomes were achieved.</b>	<p>Education</p> <p><a href="https://docs.google.com/a/cisco.edu/document/d/1D_NOOR3_qIkK5BoFSDQ81PzZXRJwxk2I7sFkqIY_W4k/edit?usp=sharing">https://docs.google.com/a/cisco.edu/document/d/1D_NOOR3_qIkK5BoFSDQ81PzZXRJwxk2I7sFkqIY_W4k/edit?usp=sharing</a></p> <p>success rates for the Spring 2015 semester -- 63%</p>
<b>Data</b>	<p>Education</p> <p><a href="https://docs.google.com/a/cisco.edu/document/d/1D_NOOR3_qIkK5BoFSDQ81PzZXRJwxk2I7sFkqIY_W4k/edit?usp=sharing">https://docs.google.com/a/cisco.edu/document/d/1D_NOOR3_qIkK5BoFSDQ81PzZXRJwxk2I7sFkqIY_W4k/edit?usp=sharing</a></p>
<b>How your unit will use this data for improving results.</b>	<p>Results for the Division from the SWOT survey were positive in relation to the collaboration with colleagues and department meetings. We will continue to meet and discuss improvements.</p> <p>Each instructor completes the Course Assessment Report and this information is used to plan improvements for the next year. Also, pre/post exams have been mapped to student learning outcomes during the Spring 2015 semester. Pre/post exams were revised by faculty to better align with the SLOs.</p>

<b>Does this year's data indicate changes or improvements from last year? Explain.</b>	Success rates are lower this year. Faculty will discuss strategies for the Fall 15 semester.
<b>Do you need assistance with identifying outcomes or gathering assessment data?</b>	No
<b>Is the plan outcomes based? (1st submission)</b>	Y
<b>Is the plan data driven? (1st submission)</b>	Y
<b>Is the plan ongoing and evolving? (1st submission)</b>	Y
<b>Are the results being used? (1st submission)</b>	Y
<b>Comment - 1st submission</b>	1) The outcomes are listed. 2) Data is attached to make report. 3) The report is ongoing as shown on p. 4 attached. 4) The data shows how improvements are made. (Muller)
<b>Updated</b>	Y
<b>Is the plan outcomes based? (2nd submission)</b>	Y
<b>Is the plan data driven? (2nd submission)</b>	N
<b>Is the plan ongoing and evolving? (2nd submission)</b>	N
<b>Are the results being used? (2nd submission)</b>	N
<b>Comment - Updated submission</b>	Updated (Donoho) Explain data. Explain plans. 1) Provide executive summary. Also, need to relate success rates to outcomes. (Hicks) Discussed at 3/16/16 IE meeting.



<b>Timestamp</b>	4/30/2015
<b>Username</b>	debra.slaton@cisco.edu
<b>Submitted by</b>	Debra Slaton
<b>Planning Unit</b>	<b>Developmental &amp; Education - QEP</b>
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>• Increase student interaction with mathematical concepts,</li> <li>• Increase student interaction with mathematics faculty,</li> <li>• Increased opportunities for professional development for all math faculty,</li> </ul>
<b>Assess the extent to which the outcomes were achieved.</b>	<a href="https://docs.google.com/a/cisco.edu/document/d/1U40MugvpC2YhR9ZD117_HgPPmn8OiTbecUvbUED7YI/edit?usp=sharing">https://docs.google.com/a/cisco.edu/document/d/1U40MugvpC2YhR9ZD117_HgPPmn8OiTbecUvbUED7YI/edit?usp=sharing</a>
<b>Data</b>	<a href="https://docs.google.com/a/cisco.edu/document/d/1U40MugvpC2YhR9ZD117_HgPPmn8OiTbecUvbUED7YI/edit?usp=sharing">https://docs.google.com/a/cisco.edu/document/d/1U40MugvpC2YhR9ZD117_HgPPmn8OiTbecUvbUED7YI/edit?usp=sharing</a>
<b>How your unit will use this data for improving results.</b>	<a href="https://docs.google.com/a/cisco.edu/document/d/1U40MugvpC2YhR9ZD117_HgPPmn8OiTbecUvbUED7YI/edit?usp=sharing">https://docs.google.com/a/cisco.edu/document/d/1U40MugvpC2YhR9ZD117_HgPPmn8OiTbecUvbUED7YI/edit?usp=sharing</a>
<b>Does this year's data indicate changes or improvements from last year? Explain.</b>	yes <a href="https://docs.google.com/a/cisco.edu/document/d/1U40MugvpC2YhR9ZD117_HgPPmn8OiTbecUvbUED7YI/edit?usp=sharing">https://docs.google.com/a/cisco.edu/document/d/1U40MugvpC2YhR9ZD117_HgPPmn8OiTbecUvbUED7YI/edit?usp=sharing</a>
<b>Do you need assistance with identifying outcomes or gathering assessment data?</b>	No
<b>Is the plan outcomes based? (1st submission)</b>	Y
<b>Is the plan data driven? (1st submission)</b>	Y
<b>Is the plan ongoing and evolving? (1st submission)</b>	Y
<b>Are the results being used? (1st submission)</b>	Y

<b>Comment - 1st submission</b>	Good work. Outcomes listed. Report data driven as indicated on p. 7. Definitely the results of data was used to implement changes or improvement (Implementing Math labs - p. 6). (Muller)
<b>Updated</b>	N
<b>Is the plan outcomes based? (2nd submission)</b>	
<b>Is the plan data driven? (2nd submission)</b>	
<b>Is the plan ongoing and evolving? (2nd submission)</b>	
<b>Are the results being used? (2nd submission)</b>	
<b>Comment - Updated submission</b>	

<b>Timestamp</b>	1/17/2016
<b>Username</b>	sheron.caton@cisco.edu
<b>Submitted by</b>	Rebecca Jaeger (Sheron Caton)
<b>Planning Unit</b>	<b>Instruction – Distance Education &amp; eLearning</b>
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>*Position was just created January 2015*</li> <li>- Create method to track Canvas requests</li> <li>- Design quality products to disseminate Canvas login instructions</li> <li>- Develop network of other DE Directors for assistance with technical and policy issues, as needed, as well as new technology and educational trends</li> <li>- Choose and implement online surveys</li> </ul>
<b>Assess the extent to which the outcomes were achieved.</b>	<ul style="list-style-type: none"> <li>- Created online form for LMS administrators to track Canvas request; used Google Forms and the automatic charting has proved invaluable</li> <li>- Designed a Canvas login "bookmark", approved by VPI; disseminating via libraries and counselors</li> <li>- Attended the TXDLA conference (March 2015) and developed local network, garnered several resources</li> <li>- Currently in review process of free trial semester for "Smart Evals"</li> </ul>
<b>Data</b>	<p><a href="https://docs.google.com/a/cisco.edu/forms/d/1sfGHyxEfuyb8jGofBcLz9Qmyt3qFHkhgd83JPvtepRw/viewanalytics?usp=form_confirm">https://docs.google.com/a/cisco.edu/forms/d/1sfGHyxEfuyb8jGofBcLz9Qmyt3qFHkhgd83JPvtepRw/viewanalytics?usp=form_confirm</a></p> <p><a href="http://info.smartevals.com/">http://info.smartevals.com/</a></p>
<b>How your unit will use this data for improving results.</b>	<ul style="list-style-type: none"> <li>-Early data from the Canvas Help log indicates a need to implement student training/orientation to reduce questions about how to login to Canvas. Between December 2014 and June 2015, there were approximately 180 questions about logging in, making up 28% of all requests.</li> <li>-Additionally, data from the Canvas Help log reveals that more timely student enrollment in the libraries course is needed. There were 76 such requests, or 18%.</li> <li>-Data from the Student Satisfaction surveys (SmartEvals) will be reviewed to identify areas of opportunity in regard to Canvas and online courses and implement future action plans.</li> </ul>
<b>Does this year's data indicate changes or improvements from last year? Explain.</b>	<ul style="list-style-type: none"> <li>- Have only had in-place for this semester; have been able to identify issues and have seen dramatic decrease in requests over the semester</li> <li>- Positive feedback from counselors concerning the bookmarks</li> <li>- No standard for emails has been used, across the college; electronic data will prove invaluable</li> </ul>
<b>Do you need assistance with identifying outcomes or gathering assessment data?</b>	No

<b>Is the plan outcomes based? (1st submission)</b>	Y
<b>Is the plan data driven? (1st submission)</b>	P
<b>Is the plan ongoing and evolving? (1st submission)</b>	Y
<b>Are the results being used? (1st submission)</b>	Y
<b>Comment - 1st submission</b>	Explain data and how it measures the outcomes specifically. (B. Jackson)
<b>Updated</b>	Y
<b>Is the plan outcomes based? (2nd submission)</b>	Y
<b>Is the plan data driven? (2nd submission)</b>	Y
<b>Is the plan ongoing and evolving? (2nd submission)</b>	Y
<b>Are the results being used? (2nd submission)</b>	Y
<b>Comment - Updated submission</b>	Data explained (Donoho) New unit for this cycle. Outcomes, plan, processes clearly stated. (Wiegand) Discussed at 3/16/16 IE meeting.

<b>Timestamp</b>	1/28/2016
<b>Username</b>	tianay.bralley@cisco.edu
<b>Submitted by</b>	Julie Paredes
<b>Planning Unit</b>	<b>Instruction – Dual Credit</b>
<b>Outcomes</b>	Dual Credit's outcomes were to increase enrollment, and to expand our course offerings for HVAC, Welding, Auto Tech, and Allied Health.
<b>Assess the extent to which the outcomes were achieved.</b>	<p>Dual Credit enrollment was increased from 13-14's academic year. Fall 2013 had 779 students, Fall 2014 had 837 students --with an increase of 58 students. Spring 2014 had 692 students, Spring 2015 had 748 students--with an increase of 56 students.</p> <p>HVAC courses were added to the schedule for Abilene ISD students. AISD had 5 students in the Fall 2014 and 5 students in Spring 2015</p> <p>Allied Health courses were added to schedules for various schools, including: Albany ISD--Med Terms Fall 2014 1 student and Drug Classification Spring 2015 1 student, Cross Plains ISD Med Terms Fall 2014 4 students and Drug Classification Spring 2015 4 students, Eula ISD --Med Terms Fall 2014 8 students and Drug Classification Spring 2015 8 Students, Trent ISD--Med Terms Fall 2014 4 students and Drug Classification Spring 2015 4 students, Winters ISD--Drug Terms Fall 2014 3 students and Drug Classification Spring 2015 4 students, and Merkel ISD--Drug Terms Fall 2014 7 students and Drug Classification 5 students.</p> <p>Auto Tech was added for Wylie ISD and Fall 2014 had 4 students and Spring 2015 had 4 students.</p>
<b>Data</b>	<p>Increased enrollment: Information obtained from Sharon King.  <a href="https://docs.google.com/a/cisco.edu/spreadsheets/d/1UHPUQTUiNBDt9qVE0US99Y0yxneGxhiLZYB5nS1JXds/edit?usp=sharing">https://docs.google.com/a/cisco.edu/spreadsheets/d/1UHPUQTUiNBDt9qVE0US99Y0yxneGxhiLZYB5nS1JXds/edit?usp=sharing</a></p> <p>HVAC Courses added:  <a href="https://docs.google.com/a/cisco.edu/spreadsheets/d/1IVHYqqtoj3LU7ln2N_9wEiSbYKmNLk8m2D7Np0t7-_4/edit?usp=sharing">https://docs.google.com/a/cisco.edu/spreadsheets/d/1IVHYqqtoj3LU7ln2N_9wEiSbYKmNLk8m2D7Np0t7-_4/edit?usp=sharing</a></p> <p>Allied Health added:  <a href="https://docs.google.com/a/cisco.edu/spreadsheets/d/1Yg9CzbujGWSx9QjulOE4bWrMIDkNzF-Q5SoJliat0nQ/edit?usp=sharing">https://docs.google.com/a/cisco.edu/spreadsheets/d/1Yg9CzbujGWSx9QjulOE4bWrMIDkNzF-Q5SoJliat0nQ/edit?usp=sharing</a></p>
<b>How your unit will use this data for improving results.</b>	We will be able to market our program better and show that the availability of adding these courses to other ISDs is possible. We will represent ourselves at various events to show the community our involvement with the partner high schools. We would like to offer each Dual Credit School the opportunity for their students to take all courses added. We want to see this

	partnership with all Dual Credit Schools prosper and grow year to year.
<b>Does this year's data indicate changes or improvements from last year? Explain.</b>	Yes, we had increased enrollment across all ISDs. We did lose Baird ISD to another university, but we were able to make up enrollment with other partnerships - Hawley ISD and Winters ISD. As stated previously, from Fall 2013 to Fall 2014 we increased 58 students; from Spring 2014 to Spring 2015 we increased 56 students. It is not uncommon to have fewer students take classes from the fall to spring semester.
<b>Do you need assistance with identifying outcomes or gathering assessment data?</b>	No
<b>Is the plan outcomes based? (1st submission)</b>	Y
<b>Is the plan data driven? (1st submission)</b>	P
<b>Is the plan ongoing and evolving? (1st submission)</b>	P
<b>Are the results being used? (1st submission)</b>	P
<b>Comment - 1st submission</b>	Need to explain the data provided and how it relates to outcomes specifically. Could report number of students enrolled, number of students in the new programs, % increase, etc. to then track in the future. (B. Jackson)
<b>Updated</b>	Y
<b>Is the plan outcomes based? (2nd submission)</b>	Y
<b>Is the plan data driven? (2nd submission)</b>	Y
<b>Is the plan ongoing and evolving? (2nd submission)</b>	Y
<b>Are the results being used? (2nd submission)</b>	Y
<b>Comment - Updated</b>	Improved (Donoho) Discussed at 3/16/16 IE Meeting.

<b>submission</b>	
-------------------	--

<b>Timestamp</b>	5/2/2015																																																																																																																																																																																
<b>Username</b>	shawn.hughes@cisco.edu																																																																																																																																																																																
<b>Submitted by</b>	Shawn Hughes																																																																																																																																																																																
<b>Planning Unit</b>	<b>Instruction – Kinesiology Division-Hughes</b>																																																																																																																																																																																
<b>Outcomes</b>	1. To promote a lifelong interest in health and wellness. 2. Provide a variety of classes for students at Cisco, AEC, and online. 3. Provide classes that are academically accessible but also challenging.																																																																																																																																																																																
<b>Assess the extent to which the outcomes were achieved.</b>	<p>We offered 11 different 3 hr courses within the KINE dept, as well as 20 activity classes. Each offering the student an opportunity to learn different aspects of health and wellness that can be taken with them into the future. In all 3 campus: Cisco, AEC, and Online. All classes that we offered were accessible to all students, including those still in developmental classes.</p>																																																																																																																																																																																
<b>Data</b>	<table> <thead> <tr> <th>Course ID</th> <th>Term Code</th> <th>Course Title</th> <th>Meeting Days</th> <th>Start Time</th> </tr> <tr> <th>End Time</th> <th>Start Date</th> <th>End Date</th> <th>Location</th> <th>Instructor</th> </tr> <tr> <th>Credits</th> <th>Limit</th> <th>Enrolled</th> <th>Campus</th> <th>Short ID</th> </tr> </thead> <tbody> <tr> <td>KINE-1101 01</td> <td>151S</td> <td>PT-Fr Baseball</td> <td>MTWRF</td> <td>02:30PM</td> </tr> <tr> <td>05:30PM</td> <td>08/24/2015</td> <td>12/11/2015</td> <td>FLDHFH</td> <td>WHITE DAVID</td> </tr> <tr> <td>1.00</td> <td>80</td> <td>0</td> <td>CISCO CAMPUS</td> <td>19202</td> </tr> <tr> <td>KINE-1101 02</td> <td>151S</td> <td>PT-Fr Baseball Wgts</td> <td>MTWRF</td> <td>05:40</td> </tr> <tr> <td>06:40</td> <td>08/24/2015</td> <td>12/11/2015</td> <td>FITCFIT</td> <td>WHITE DAVID</td> </tr> <tr> <td>1.00</td> <td>60</td> <td>0</td> <td>CISCO CAMPUS</td> <td>19203</td> </tr> <tr> <td>KINE-1101 03</td> <td>151S</td> <td>PT-Fr Basketball</td> <td>MTWRF</td> <td>04:00PM</td> </tr> <tr> <td>05:55pm</td> <td>08/24/2015</td> <td>12/11/2015</td> <td>GYM</td> <td>MITCHELL, C</td> </tr> <tr> <td>1.00</td> <td>50</td> <td>0</td> <td>CISCO CAMPUS</td> <td>19204</td> </tr> <tr> <td>KINE-1101 04</td> <td>151S</td> <td>PT-Fr Basketball Wgt</td> <td>M W F</td> <td>06:00AM</td> </tr> <tr> <td>07:00AM</td> <td>08/24/2015</td> <td>12/11/2015</td> <td>FITCFIT</td> <td>MITCHELL, C</td> </tr> <tr> <td>1.00</td> <td>50</td> <td>0</td> <td>CISCO CAMPUS</td> <td>19205</td> </tr> <tr> <td>KINE-1101 05</td> <td>151S</td> <td>PT-Fr Football</td> <td>MTWRF</td> <td>02:30PM</td> </tr> <tr> <td>05:00PM</td> <td>08/24/2015</td> <td>12/11/2015</td> <td>FLDHFH</td> <td>FOX,JESSE</td> </tr> <tr> <td>1.00</td> <td>150</td> <td>0</td> <td>CISCO CAMPUS</td> <td>19206</td> </tr> <tr> <td>KINE-1101 06</td> <td>151S</td> <td>PT-Fr Football Wgts</td> <td>MTWRF</td> <td>05:45AM</td> </tr> <tr> <td>07:50AM</td> <td>08/24/2015</td> <td>12/11/2015</td> <td>FITCFIT</td> <td>DEAN,DIONTE</td> </tr> <tr> <td>1.00</td> <td>100</td> <td>0</td> <td>CISCO CAMPUS</td> <td>19207</td> </tr> <tr> <td>KINE-1101 07</td> <td>151S</td> <td>PT-Fr Soccer</td> <td>MTWRF</td> <td>01:30PM</td> </tr> <tr> <td>03:30PM</td> <td>08/24/2015</td> <td>12/11/2015</td> <td>FLDHFH</td> <td>DRAGO F</td> </tr> <tr> <td>1.00</td> <td>60</td> <td>0</td> <td>CISCO CAMPUS</td> <td>19208</td> </tr> <tr> <td>KINE-1101 08</td> <td>151S</td> <td>PT-Fr Soccer Wgts</td> <td>M W F</td> <td>04:50PM</td> </tr> <tr> <td>05:50PM</td> <td>08/24/2015</td> <td>12/11/2015</td> <td>FITC</td> <td>DRAGO F</td> </tr> <tr> <td>1.00</td> <td>60</td> <td>0</td> <td>CISCO CAMPUS</td> <td>19209</td> </tr> <tr> <td>KINE-1101 09</td> <td>151S</td> <td>PT-Fr Softball</td> <td>MTWRF</td> <td>03:00PM</td> </tr> <tr> <td>05:30PM</td> <td>08/24/2015</td> <td>12/11/2015</td> <td>FLDHFH</td> <td>DEAN,LESLIE</td> </tr> <tr> <td>1.00</td> <td>24</td> <td>2</td> <td>CISCO CAMPUS</td> <td>19210</td> </tr> <tr> <td>KINE-1101 10</td> <td>151S</td> <td>PT-Fr Softball Wghts</td> <td>M W F</td> <td>06:00AM</td> </tr> <tr> <td>07:00AM</td> <td>08/24/2015</td> <td>12/11/2015</td> <td>FITCFIT</td> <td>DEAN,LESLIE</td> </tr> <tr> <td>1.00</td> <td>24</td> <td>2</td> <td>CISCO CAMPUS</td> <td>19211</td> </tr> <tr> <td>KINE-1101 11</td> <td>151S</td> <td>PT-Fr Volleyball</td> <td>MTWRF</td> <td>02:35PM</td> </tr> </tbody> </table>							Course ID	Term Code	Course Title	Meeting Days	Start Time	End Time	Start Date	End Date	Location	Instructor	Credits	Limit	Enrolled	Campus	Short ID	KINE-1101 01	151S	PT-Fr Baseball	MTWRF	02:30PM	05:30PM	08/24/2015	12/11/2015	FLDHFH	WHITE DAVID	1.00	80	0	CISCO CAMPUS	19202	KINE-1101 02	151S	PT-Fr Baseball Wgts	MTWRF	05:40	06:40	08/24/2015	12/11/2015	FITCFIT	WHITE DAVID	1.00	60	0	CISCO CAMPUS	19203	KINE-1101 03	151S	PT-Fr Basketball	MTWRF	04:00PM	05:55pm	08/24/2015	12/11/2015	GYM	MITCHELL, C	1.00	50	0	CISCO CAMPUS	19204	KINE-1101 04	151S	PT-Fr Basketball Wgt	M W F	06:00AM	07:00AM	08/24/2015	12/11/2015	FITCFIT	MITCHELL, C	1.00	50	0	CISCO CAMPUS	19205	KINE-1101 05	151S	PT-Fr Football	MTWRF	02:30PM	05:00PM	08/24/2015	12/11/2015	FLDHFH	FOX,JESSE	1.00	150	0	CISCO CAMPUS	19206	KINE-1101 06	151S	PT-Fr Football Wgts	MTWRF	05:45AM	07:50AM	08/24/2015	12/11/2015	FITCFIT	DEAN,DIONTE	1.00	100	0	CISCO CAMPUS	19207	KINE-1101 07	151S	PT-Fr Soccer	MTWRF	01:30PM	03:30PM	08/24/2015	12/11/2015	FLDHFH	DRAGO F	1.00	60	0	CISCO CAMPUS	19208	KINE-1101 08	151S	PT-Fr Soccer Wgts	M W F	04:50PM	05:50PM	08/24/2015	12/11/2015	FITC	DRAGO F	1.00	60	0	CISCO CAMPUS	19209	KINE-1101 09	151S	PT-Fr Softball	MTWRF	03:00PM	05:30PM	08/24/2015	12/11/2015	FLDHFH	DEAN,LESLIE	1.00	24	2	CISCO CAMPUS	19210	KINE-1101 10	151S	PT-Fr Softball Wghts	M W F	06:00AM	07:00AM	08/24/2015	12/11/2015	FITCFIT	DEAN,LESLIE	1.00	24	2	CISCO CAMPUS	19211	KINE-1101 11	151S	PT-Fr Volleyball	MTWRF	02:35PM
Course ID	Term Code	Course Title	Meeting Days	Start Time																																																																																																																																																																													
End Time	Start Date	End Date	Location	Instructor																																																																																																																																																																													
Credits	Limit	Enrolled	Campus	Short ID																																																																																																																																																																													
KINE-1101 01	151S	PT-Fr Baseball	MTWRF	02:30PM																																																																																																																																																																													
05:30PM	08/24/2015	12/11/2015	FLDHFH	WHITE DAVID																																																																																																																																																																													
1.00	80	0	CISCO CAMPUS	19202																																																																																																																																																																													
KINE-1101 02	151S	PT-Fr Baseball Wgts	MTWRF	05:40																																																																																																																																																																													
06:40	08/24/2015	12/11/2015	FITCFIT	WHITE DAVID																																																																																																																																																																													
1.00	60	0	CISCO CAMPUS	19203																																																																																																																																																																													
KINE-1101 03	151S	PT-Fr Basketball	MTWRF	04:00PM																																																																																																																																																																													
05:55pm	08/24/2015	12/11/2015	GYM	MITCHELL, C																																																																																																																																																																													
1.00	50	0	CISCO CAMPUS	19204																																																																																																																																																																													
KINE-1101 04	151S	PT-Fr Basketball Wgt	M W F	06:00AM																																																																																																																																																																													
07:00AM	08/24/2015	12/11/2015	FITCFIT	MITCHELL, C																																																																																																																																																																													
1.00	50	0	CISCO CAMPUS	19205																																																																																																																																																																													
KINE-1101 05	151S	PT-Fr Football	MTWRF	02:30PM																																																																																																																																																																													
05:00PM	08/24/2015	12/11/2015	FLDHFH	FOX,JESSE																																																																																																																																																																													
1.00	150	0	CISCO CAMPUS	19206																																																																																																																																																																													
KINE-1101 06	151S	PT-Fr Football Wgts	MTWRF	05:45AM																																																																																																																																																																													
07:50AM	08/24/2015	12/11/2015	FITCFIT	DEAN,DIONTE																																																																																																																																																																													
1.00	100	0	CISCO CAMPUS	19207																																																																																																																																																																													
KINE-1101 07	151S	PT-Fr Soccer	MTWRF	01:30PM																																																																																																																																																																													
03:30PM	08/24/2015	12/11/2015	FLDHFH	DRAGO F																																																																																																																																																																													
1.00	60	0	CISCO CAMPUS	19208																																																																																																																																																																													
KINE-1101 08	151S	PT-Fr Soccer Wgts	M W F	04:50PM																																																																																																																																																																													
05:50PM	08/24/2015	12/11/2015	FITC	DRAGO F																																																																																																																																																																													
1.00	60	0	CISCO CAMPUS	19209																																																																																																																																																																													
KINE-1101 09	151S	PT-Fr Softball	MTWRF	03:00PM																																																																																																																																																																													
05:30PM	08/24/2015	12/11/2015	FLDHFH	DEAN,LESLIE																																																																																																																																																																													
1.00	24	2	CISCO CAMPUS	19210																																																																																																																																																																													
KINE-1101 10	151S	PT-Fr Softball Wghts	M W F	06:00AM																																																																																																																																																																													
07:00AM	08/24/2015	12/11/2015	FITCFIT	DEAN,LESLIE																																																																																																																																																																													
1.00	24	2	CISCO CAMPUS	19211																																																																																																																																																																													
KINE-1101 11	151S	PT-Fr Volleyball	MTWRF	02:35PM																																																																																																																																																																													

	03:40PM	08/24/2015	12/11/2015	GYM	MOORE SUSAN
	1.00 24 0	CISCO CAMPUS	19212		
KINE-1101 12	151S PT-Fr Volleyball Wgt	M W F	03:45PM		
	04:45PM 08/24/2015	12/11/2015	FITCFIT	MOORE SUSAN	
	1.00 30 0	CISCO CAMPUS	19213		
KINE-1101 13	151S PT-Fr Athletic Train	M W	09:35AM		
	11:00AM 08/24/2015	12/11/2015	MEMH20	GARCIA M	
	1.00 24 0	CISCO CAMPUS	19214		
KINE-1101 14	151S PT-Fr Wallyball	M W	09:35AM		
	11:00AM 08/24/2015	12/11/2015	FITCFIT	LEWIS,J	
	1.00 16 0	CISCO CAMPUS	19215		
KINE-1101 15	151S PT-Fr Rqt/Wally Ball	M W	11:10AM		
	12:35PM 08/24/2015	12/11/2015	FITCFIT	LEWIS,J	
	1.00 8 0	CISCO CAMPUS	19216		
KINE-1101 16	151S PT-Fr Weight Lifting	M W	01:00PM		
	02:35PM 08/24/2015	12/11/2015	FITCFIT	LEWIS,J	
	1.00 16 0	CISCO CAMPUS	19217		
KINE-1101 18	151S PT-Zumba	M W	05:35PM	06:50PM	
	08/24/2015 12/11/2015	VT2 0053	ISHAM,JENN	1.00 25	
	0 CISCO CAMPUS	19218			
KINE-1101 19	151S PT-Fr Yoga	M W	04:30PM	05:30PM	
	08/24/2015 12/11/2015	VT2 0053	MASSEY BEV		
	1.00 10 0	CISCO CAMPUS	19219		
KINE-1101 20	151S PT-Fr Belles	M W F	02:00PM	03:00PM	
	08/24/2015 12/11/2015	VT2 0053	BAKER D	1.00 24	
	0 CISCO CAMPUS	19220			
KINE-1101 21	151S PT-Fr Cheerleader	M W F	01:00PM		
	01:55PM 08/24/2015	12/11/2015	VT2 0053	ANDREATT A A	
	1.00 16 1	CISCO CAMPUS	19221		
KINE-1101 22	151S PT-Fr Cheer Wgts	T R	09:35AM		
	11:00AM 08/24/2015	12/11/2015	GYM	ANDREATT A A	
	1.00 24 0	CISCO CAMPUS	19770		
KINE-1101 51	151S Phy Tr-Fr Bowling	W	04:30PM		
	06:30PM 08/24/2015	12/11/2015	PRT BOWL	DRAGO F	
	1.00 50 0	ABILENE CENTER	19450		
KINE-1101 52	151S Phy Tr-Fr Cardio BC	T R	12:45PM		
	02:15PM 08/24/2015	12/11/2015	RBP	VIEAU PENNY	
	1.00 24 0	ABILENE CENTER	19222		
KINE-1101 53	151S Phy Tr-Flex/Reflex	F	09:00AM		
	12:00PM 08/24/2015	12/11/2015	AEC 113	VIEAU PENNY	
	1.00 15 1	ABILENE CENTER	19223		
KINE-1101 54	151S Phy Tr-Fr Walking				
	08/24/2015 12/11/2015	HYB	VIEAU PENNY	1.00 50	3
	ABILENE CENTER	19224			
KINE-1145 01	151S Recreational Dance	T R	01:00PM		
	02:25PM 08/24/2015	12/11/2015	VT2 0053	BAKER D	
	1.00 24 0	CISCO CAMPUS	19225		
KINE-1301 01	151S Intro to Phys Fit	T R	09:35AM		
	11:00AM 08/24/2015	12/11/2015	FLDHFH	DEAN,LESLIE	
	3.00 24 0	CISCO CAMPUS	19226		
KINE-1304 E1	151S Pers/Comm Health I				
	08/24/2015 12/11/2015	ONL	HUGHES S	3.00 40	2

ONLINE	19227			
KINE-1304 E2	151S Pers/Comm Health I			
08/24/2015	12/11/2015 ONL HUGHES S	3.00	40	0
ONLINE	19228			
KINE-1306 01	151S First Aid T R	09:35AM	11:00AM	
08/24/2015	12/11/2015 SCHH5 GARCIA M	3.00	25	
1	CISCO CAMPUS 19229			
KINE-1308 01	151S Sports Officiat I M W	11:10AM		
12:35PM	08/24/2015 12/11/2015 FLDHFH FOX,JESSE			
3.00	30 0 CISCO CAMPUS 19230			
KINE-1321 01	151S Coaching Football T R	11:10PM		
12:35PM	08/24/2015 12/11/2015 FLDHFH DEAN,DIONTE			
3.00	30 0 CISCO CAMPUS 19231			
KINE-1321 02	151S Coaching Volleyball M W	01:00PM		
02:25PM	08/24/2015 12/11/2015 GYM MOORE SUSAN			
3.00	30 0 CISCO CAMPUS 19232			
KINE-1321 03	151S Coaching Basketball M W	02:00PM		
03:15PM	08/24/2015 12/11/2015 SCHH5 MITCHELL, C			
3.00	30 0 CISCO CAMPUS 19233			
KINE-1322 E1	151S Coaching Baseball			
08/24/2015	12/11/2015 ONL WHITE DAVID	3.00	24	3
ONLINE	19234			
KINE-1336 E1	151S Sport & Rec Mgmt I			
08/24/2015	12/11/2015 ONL HUDMAN S	3.00	40	2
ONLINE	19235			
KINE-1337 E1	151S Sport and Rec Man II			
08/24/2015	12/11/2015 ONL HUDMAN S	3.00	40	0
ONLINE	19236			
KINE-1346 E1	151S Drug Use & Abuse			
08/24/2015	12/11/2015 ONL WHITE DAVID	3.00	40	1
ONLINE	19237			
KINE-1346 E2	151S Drug Use & Abuse			
08/24/2015	12/11/2015 ONL WHITE DAVID	3.00	40	0
ONLINE	19238			
KINE-2101 01	151S PT-Soph Baseball MTWRF	02:30PM		
05:30PM	08/24/2015 12/11/2015 FLDHFH HUGHES			
S	1.00 40 1 CISCO CAMPUS 19239			
KINE-2101 02	151S PT-Soph Baseball Wgt MTWRF			
05:40AM	06:40AM 08/24/2015 12/11/2015 FITCFIT			
HUGHES S	1.00 50 1 CISCO CAMPUS 19240			
KINE-2101 03	151S PT-Soph Basketball MTWRF	04:00PM		
05:55pm	08/24/2015 12/11/2015 GYM MITCHELL, C			
1.00	20 4 CISCO CAMPUS 19241			
KINE-2101 04	151S PT-So Basketball Wgt M W F	06:00AM		
07:00AM	08/24/2015 12/11/2015 FITCFIT			
MITCHELL, C	1.00 24 4 CISCO CAMPUS 19242			
KINE-2101 05	151S PT-Soph Football MTWRF	02:30PM		
05:00PM	08/24/2015 12/11/2015 FLDHFH			
FOX,JESSE	1.00 99 0 CISCO CAMPUS 19243			
KINE-2101 06	151S PT-Soph Football Wgt MTWRF			
05:45AM	07:50AM 08/24/2015 12/11/2015 FITCFIT			
DEAN,DIONTE	1.00 150 0 CISCO CAMPUS 19244			

KINE-2101 07		151S	PT-Soph Soccer		MTWRF	01:30PM
03:30PM		08/24/2015	12/11/2015		FLDHFH	DRAGO F
1.00	60	5	CISCO CAMPUS		19245	
KINE-2101 08		151S	PT-Soph Soccer Wgts		M W F	04:50PM
05:50PM		08/24/2015	12/11/2015		FITCFIT	DRAGO F
1.00	60	5	CISCO CAMPUS		19246	
KINE-2101 09		151S	PT-Soph Softball		MTWRF	03:00PM
05:30PM		08/24/2015	12/11/2015		FLDHFH	
DEAN,LESLIE		1.00	30	12	CISCO CAMPUS	19247
KINE-2101 10		151S	PT-Soph Softball Wgt		M W F	06:00PM
07:00PM		08/24/2015	12/11/2015		FITCFIT	
DEAN,LESLIE		1.00	24	11	CISCO CAMPUS	19248
KINE-2101 11		151S	PT-Soph Volleyball		MTWRF	02:35PM
03:40PM		08/24/2015	12/11/2015		GYM	MOORE SUSAN
1.00	20	0	CISCO CAMPUS		19249	
KINE-2101 12		151S	PT-Soph Vball Wgt		M W F	03:45PM
04:45PM		08/24/2015	12/11/2015		FITCFIT	MOORE SUSAN
1.00	30	0	CISCO CAMPUS		19250	
KINE-2101 13		151S	PT-Soph Athl Train		M W	08:00AM
09:25AM		08/24/2015	12/11/2015		MEMH20	ANDREATT A J
1.00	20	0	CISCO CAMPUS		19251	
KINE-2101 14		151S	PT-Soph Wallyball		M W	09:35AM
11:00AM		08/24/2015	12/11/2015		FITCFIT	MCGLOTHEN
1.00	24	0	CISCO CAMPUS		19252	
KINE-2101 15		151S	PT-Soph Rqt/Wally		M W	11:10AM
12:35AM		08/24/2015	12/11/2015		FITC	MCGLOTHEN
1.00	8	2	CISCO CAMPUS		19253	
KINE-2101 16		151S	PT-Soph Weight Lift		M W	01:00PM
02:35PM		08/24/2015	12/11/2015		FITC	MCGLOTHEN
1.00	16	0	CISCO CAMPUS		19254	
KINE-2101 18		151S	PT-Soph Zumba		M W	05:35PM
06:35PM		08/24/2015	12/11/2015		VT2 0053	ISHAM,JENN
1.00	25	0	CISCO CAMPUS		19255	
KINE-2101 19		151S	PT-Soph YogaM W		04:30PM	
05:30PM		08/24/2015	12/11/2015		VT2 0053	MASSEY BEV
1.00	10	1	CISCO CAMPUS		19256	
KINE-2101 20		151S	PT-Soph Belles		M W F	02:00PM
03:00PM		08/24/2015	12/11/2015		BAKER D	1.00 40
		0	CISCO CAMPUS		19257	
KINE-2101 21		151S	Phy Tr-Soph Cheer		M W F	01:00PM
01:55PM		08/24/2015	12/11/2015		VT2 0053	ANDREATT A A
1.00	16	3	CISCO CAMPUS		19258	
KINE-2101 22		151S	PT-Soph Cheer Wgts T R		09:35AM	
11:00AM		08/24/2015	12/11/2015		GYM	ANDREATT A A
1.00	24	1	CISCO CAMPUS		19771	
KINE-2101 51		151S	Phy Tr-Soph Bowling W		04:30PM	
06:30PM		08/24/2015	12/11/2015		PRT BOWL	DRAGO F
1.00	50	0	ABILENE CENTER		19451	
KINE-2101 52		151S	Phy Tr-So Cardio BC T R		12:45PM	
02:15PM		08/24/2015	12/11/2015		RBP	VIEAU PENNY
1.00	24	0	ABILENE CENTER		19259	
KINE-2101 53		151S	Phy Tr-Flex/Reflex		F	09:00AM

	<p>12:00PM 08/24/2015 12/11/2015 VIEAU PENNY</p> <p>1.00 15 0 ABILENE CENTER 19260 KINE-2101 54 151S Phy Tr-Soph Walking</p> <p>08/24/2015 12/11/2015 HYB VIEAU PENNY 1.00 50 0 ABILENE CENTER 19261</p> <p>KINE-2145 01 151S Recreational Dance T R 01:00PM</p> <p>02:25PM 08/24/2015 12/11/2015 VT2 0053 BAKER D</p> <p>1.00 24 0 CISCO CAMPUS 19262 KINE-2356 E1 151S Care/Prev Ath Injury</p> <p>08/24/2015 12/11/2015 ONL ANDREATTÀ J 3.00 40 0 ONLINE 19263</p>
<b>How your unit will use this data for improving results.</b>	We are continually trying to find new activity classes to offer, specifically at the AEC. One of the biggest challenges we face over there is to find qualified adjuncts to teach the classes we do have. We will begin listing the job openings for adjunct positions in a wider variety of places in the hopes to attract more adjuncts.
<b>Does this year's data indicate changes or improvements from last year? Explain.</b>	No. Our goals have remained the same the past few years. We have tried different approaches to attain them.
<b>Do you need assistance with identifying outcomes or gathering assessment data?</b>	No
<b>Is the plan outcomes based? (1st submission)</b>	N
<b>Is the plan data driven? (1st submission)</b>	N
<b>Is the plan ongoing and evolving? (1st submission)</b>	N
<b>Are the results being used? (1st submission)</b>	N
<b>Comment - 1st submission</b>	Outcomes for Kinesiology courses can be found in the ACGM and should be specifically listed, measured, discussed, and used for making improvements.(B. Jackson)
<b>Updated</b>	See Susan Moore's submission.
<b>Is the plan outcomes based? (2nd submission)</b>	

<b>Is the plan data driven? (2nd submission)</b>	
<b>Is the plan ongoing and evolving? (2nd submission)</b>	
<b>Are the results being used? (2nd submission)</b>	
<b>Comment - Updated submission</b>	

<b>Timestamp</b>	1/27/2016
<b>Username</b>	susan.moore@cisco.edu
<b>Submitted by</b>	Susan Moore
<b>Planning Unit</b>	<b>Instruction – Kinesiology Division-Moore</b>
<b>Outcomes</b>	Students will complete Kinesiology courses for transferable hours.
<b>Assess the extent to which the outcomes were achieved.</b>	Data from IR will be gathered and reviewed. Not available at this time.
<b>Data</b>	IR data will be obtained to support and evaluate 1)how many students enroll in Kinesiology courses,2) number of students that pass, 3) number of students that fail. This will be looked at by semester and every academic year.
<b>How your unit will use this data for improving results.</b>	IR Data will support and used to evaluate if needed improvements exist in 1) pass fail percentage 2) classes offered
<b>Does this year's data indicate changes or improvements from last year? Explain.</b>	IR data is not available at this time, but will be accessed at the end of each semester and academic year.
<b>Do you need assistance with identifying outcomes or gathering assessment data?</b>	Yes
<b>Is the plan outcomes based? (1st submission)</b>	
<b>Is the plan data driven? (1st submission)</b>	
<b>Is the plan ongoing and evolving? (1st submission)</b>	
<b>Are the results being used? (1st submission)</b>	
<b>Comment - 1st submission</b>	

<b>Updated</b>	Y
<b>Is the plan outcomes based? (2nd submission)</b>	N
<b>Is the plan data driven? (2nd submission)</b>	
<b>Is the plan ongoing and evolving? (2nd submission)</b>	
<b>Are the results being used? (2nd submission)</b>	
<b>Comment - Updated submission</b>	Discussed at 3/16/16 IE meeting. Outcomes are not ACGM based. Committee will work with Division Chair to create a comprehensive report.

<b>Timestamp</b>	
<b>Username</b>	
<b>Submitted by</b>	Manny Martinez
<b>Planning Unit</b>	<b>Instruction – Kinesiology -Band</b>
<b>Outcomes</b>	Nothing submitted
<b>Assess the extent to which the outcomes were achieved.</b>	
<b>Data</b>	
<b>How your unit will use this data for improving results.</b>	
<b>Does this year's data indicate changes or improvements from last year? Explain.</b>	
<b>Do you need assistance with identifying outcomes or gathering assessment data?</b>	
<b>Is the plan outcomes based? (1st submission)</b>	
<b>Is the plan data driven? (1st submission)</b>	
<b>Is the plan ongoing and evolving? (1st submission)</b>	
<b>Are the results being used? (1st submission)</b>	
<b>Comment - 1st submission</b>	
<b>Updated</b>	
<b>Is the plan outcomes based? (2nd</b>	

<b>submission)</b>	
<b>Is the plan data driven? (2nd submission)</b>	
<b>Is the plan ongoing and evolving? (2nd submission)</b>	
<b>Are the results being used? (2nd submission)</b>	
<b>Comment - Updated submission</b>	

<b>Timestamp</b>	1/21/2016
<b>Username</b>	angie.cook@cisco.edu
<b>Submitted by</b>	Angie Cook
<b>Planning Unit</b>	<b>Instruction – Language &amp; Communication Division</b>
<b>Outcomes</b>	Language and Communication outcomes are the ACGM outcomes for the courses we teach.
<b>Assess the extent to which the outcomes were achieved.</b>	Major assignments, in the case of English and Speech courses, and grades for those assignments were collected for assessment. For Foreign Language courses, Pre-and Post-Tests were administered.
<b>Data</b>	Division webpage where major assignments are collected for faculty perusal and comparison: <a href="https://ciscocollege.instructure.com/courses/336">https://ciscocollege.instructure.com/courses/336</a>  <a href="https://docs.google.com/a/cisco.edu/document/d/1qau7i4AHCMFc-CoEcX5ydilmyLnHMRwQDRgTH2MCMac/edit?usp=sharing">https://docs.google.com/a/cisco.edu/document/d/1qau7i4AHCMFc-CoEcX5ydilmyLnHMRwQDRgTH2MCMac/edit?usp=sharing</a>  Grading Standards listed on the division webpage: <a href="https://ciscocollege.instructure.com/courses/336">https://ciscocollege.instructure.com/courses/336</a>
<b>How your unit will use this data for improving results.</b>	The Division Chair uses sample assignments and grades for those assignments to evaluate instruction; faculty uses that data to focus on their course outcomes and to continually rethink and revise their assignments to best meet those outcomes.  All major assignments are posted to the Division Canvas webpage.
<b>Does this year's data indicate changes or improvements from last year? Explain.</b>	Yes. Instructor rationale for how their assignments should be revised for the next class reveals that that this assessment is working; this assessment has:  1. shown the weaknesses and strengths of assignments as revealed in students grades 2. encouraged faculty assignments to meet ACGM outcomes 3. revealed student weaknesses in skills the ACGM outcomes require them to master for course completion, resulting in faculty members' new instructional emphasis or approaches
<b>Do you need assistance with identifying outcomes or gathering assessment data?</b>	No
<b>Is the plan outcomes based? (1st</b>	Y

<b>submission)</b>	
<b>Is the plan data driven? (1st submission)</b>	P
<b>Is the plan ongoing and evolving? (1st submission)</b>	Y
<b>Are the results being used? (1st submission)</b>	Y
<b>Comment - 1st submission</b>	List specific outcomes that are addressed in the data. Clearly define the results of the data and how it measures the outcomes specifically. Then, using these values, address strategies for improvement.
<b>Updated</b>	Y
<b>Is the plan outcomes based? (2nd submission)</b>	N
<b>Is the plan data driven? (2nd submission)</b>	N
<b>Is the plan ongoing and evolving? (2nd submission)</b>	P
<b>Are the results being used? (2nd submission)</b>	N
<b>Comment - Updated submission</b>	Still needs work. (Donoho) Outcomes not listed. 1) Assessment methods indicated but not data or exec. Summary of performance given. 2) Dept. performance data should be included, or samples of action plans from instructors. 3) Chair, if responding, should address specific weakness/strength of dept. Chair might consider requiring fac. to submit form to her. (Hicks) Discussed at 3/16/16 IE meeting. Needs an executive summary. Heather Hicks will work with Division Chair.

<b>Timestamp</b>	
<b>Username</b>	
<b>Submitted by</b>	Angie Cook
<b>Planning Unit</b>	<b>Instruction – Language &amp; Communication Division...Writing Center</b>
<b>Outcomes</b>	Nothing submitted
<b>Assess the extent to which the outcomes were achieved.</b>	
<b>Data</b>	
<b>How your unit will use this data for improving results.</b>	
<b>Does this year's data indicate changes or improvements from last year? Explain.</b>	
<b>Do you need assistance with identifying outcomes or gathering assessment data?</b>	
<b>Is the plan outcomes based? (1st submission)</b>	
<b>Is the plan data driven? (1st submission)</b>	
<b>Is the plan ongoing and evolving? (1st submission)</b>	
<b>Are the results being used? (1st submission)</b>	
<b>Comment - 1st submission</b>	
<b>Updated</b>	
<b>Is the plan outcomes based? (2nd</b>	

<b>submission)</b>	
<b>Is the plan data driven? (2nd submission)</b>	
<b>Is the plan ongoing and evolving? (2nd submission)</b>	
<b>Are the results being used? (2nd submission)</b>	
<b>Comment - Updated submission</b>	

<b>Timestamp</b>	1/22/2016
<b>Username</b>	makenzie.bingham@cisco.edu
<b>Submitted by</b>	Makenzie Bingham
<b>Planning Unit</b>	<b>Instruction - Library-Bingham</b>
<b>Outcomes</b>	<p>1) Students will be able to access library resources as needed.</p> <p>2) Students will have opportunity for hands on demonstrations for databases.</p> <p>3) Students will be able to utilize databases effectively.</p>
<b>Assess the extent to which the outcomes were achieved.</b>	<p>1) Accomodating hours for students</p> <p>2) Provide various online databases and instructions.</p> <p>3) Provide research assistance.</p> <p>4) Library webpage (LibGuides) with directional videos over use of databases.</p>
<b>Data</b>	<a href="https://drive.google.com/drive/u/0/folders/0BxHrEk6cAb4MfI0VGpSdGtNRXN3WXp6eTJrTTR0eGVDanA1RzBfdGw5NUJPNVZ3QW9TWVk">https://drive.google.com/drive/u/0/folders/0BxHrEk6cAb4MfI0VGpSdGtNRXN3WXp6eTJrTTR0eGVDanA1RzBfdGw5NUJPNVZ3QW9TWVk</a>
<b>How your unit will use this data for improving results.</b>	The data will be assessed to identify information instructions not performed for certain disciplines and allow the librarians to reach out to instructors to request instructions for the future. The database stats will assist for future budget and databases needed for instructional purposes.
<b>Does this year's data indicate changes or improvements from last year? Explain.</b>	The data available is a good beginning to find what may need to be added to the library. Through the data and discussion between library staff, we found "text a librarian" should be added to better assist commuter patrons. Also we need surveys to be filled out by patrons at the end of each semester. The plan will be to provide the survey electronically through Canvas, the online learning environment.
<b>Do you need assistance with identifying outcomes or gathering assessment data?</b>	No
<b>Is the plan outcomes based? (1st submission)</b>	N
<b>Is the plan data driven? (1st submission)</b>	P
<b>Is the plan ongoing</b>	Y

<b>and evolving? (1st submission)</b>	
<b>Are the results being used? (1st submission)</b>	Y
<b>Comment - 1st submission</b>	Needs to explain reported data and how it relates to outcomes. The outcomes appear to be listed under outcomes achieved. (B. Jackson)
<b>Updated</b>	Y
<b>Is the plan outcomes based? (2nd submission)</b>	
<b>Is the plan data driven? (2nd submission)</b>	
<b>Is the plan ongoing and evolving? (2nd submission)</b>	
<b>Are the results being used? (2nd submission)</b>	
<b>Comment - Updated submission</b>	Improved (Donoho) Discussed at 3/16/16 IE meeting. IE Director will meet with Director of Libraries.

<b>Timestamp</b>	4/20/2015
<b>Username</b>	elizabeth.nelson@cisco.edu
<b>Submitted by</b>	Elizabeth Speer
<b>Planning Unit</b>	<b>Instruction - Library-Speer</b>
<b>Outcomes</b>	
<b>Assess the extent to which the outcomes were achieved.</b>	
<b>Data</b>	
<b>How your unit will use this data for improving results.</b>	
<b>Does this year's data indicate changes or improvements from last year? Explain.</b>	
<b>Do you need assistance with identifying outcomes or gathering assessment data?</b>	Yes
<b>Is the plan outcomes based? (1st submission)</b>	N
<b>Is the plan data driven? (1st submission)</b>	N
<b>Is the plan ongoing and evolving? (1st submission)</b>	N
<b>Are the results being used? (1st submission)</b>	N
<b>Comment - 1st submission</b>	
<b>Updated</b>	Submitted by Makenzie Bingham
<b>Is the plan outcomes based? (2nd</b>	

submission)	
<b>Is the plan data driven? (2nd submission)</b>	
<b>Is the plan ongoing and evolving? (2nd submission)</b>	
<b>Are the results being used? (2nd submission)</b>	
<b>Comment - Updated submission</b>	

<b>Timestamp</b>	4/30/2015
<b>Username</b>	jerry.clemons@cisco.edu
<b>Submitted by</b>	Jerry Clemons
<b>Planning Unit</b>	<b>Instruction - Math &amp; Business Division</b>
<b>Outcomes</b>	The Business & Mathematics Division's outcomes are to have each department within it measuring learning outcomes for courses housed in them and selected by them. The four departments are Accounting, Business, Business Computer Information Systems, and Mathematics.
<b>Assess the extent to which the outcomes were achieved.</b>	<p>Due to the early submission date (April 30, 2015) for IE reports, much of the data that is intended to be collected, analyzed, and interpreted is unavailable. The academic year's assessment data is completed with the end of the spring semester each year. The following summer months are when this data is analyzed, interpreted, and reported upon. This was unable to happen this time.</p> <p>Some departments were able to use data from Fall 2014 and others were not. In some instances, it was because there was no assessment instrument in place and in others there simply has not been the time to work with the data.</p> <p>Here is a summary of where each department is with regard to assessment of learning outcomes:</p> <p>Accounting: A pre/post test assessment instrument is in place and is being used for ACCT 2301 &amp; 2302. Data for Fall 2014 was collected and viewed for the first time. Greater consistency with reporting needs to occur. A form will be developed in an effort to facilitate this.</p> <p>Business: A pre/post test assessment instrument is in place for BUSI 1301. This assessment instrument was administered to BUSI 1301 sections for the first time during Spring 2015. Data is not yet available. Faculty resistance to assessment is evident to the division chair. This must be overcome.</p> <p>Business Computing Information Systems: A pre/post test assessment instrument has been in place for many years for BCIS 1305. All sections administer it and data is collected from all sections. Data was reported for Fall 2014. This will be combined with data from Spring 2015 over the summer into a more complete report.</p> <p>Mathematics: A pre/post test assessment instrument has been in place for many years for Math 1314. All sections administer it and data is collected for all sections. The pre and post test was given in Fall 2014 and data collected, but it will take the summer months to analyze and interpret results along with data from Spring 2015. The current academic year's data will be compiled into a more complete report over the summer.</p>
<b>Data</b>	<a href="https://drive.google.com/a/cisco.edu/file/d/0Bzbg1HMLkOUidWc1TIJfZ0ViSV">https://drive.google.com/a/cisco.edu/file/d/0Bzbg1HMLkOUidWc1TIJfZ0ViSV</a>

	<p>E/view?usp=sharing</p> <p><a href="https://drive.google.com/a/cisco.edu/file/d/0Bzbg1HMLkOUiUmR1SWw0RGhzU1k/view?usp=sharing">https://drive.google.com/a/cisco.edu/file/d/0Bzbg1HMLkOUiUmR1SWw0RGhzU1k/view?usp=sharing</a></p> <p><a href="https://drive.google.com/a/cisco.edu/file/d/0Bzbg1HMLkOUiazFYbmhpMHIMLUE/view?usp=sharing">https://drive.google.com/a/cisco.edu/file/d/0Bzbg1HMLkOUiazFYbmhpMHIMLUE/view?usp=sharing</a></p> <p><a href="https://drive.google.com/a/cisco.edu/file/d/0Bzbg1HMLkOUieDYxS2dHa2U3bVk/view?usp=sharing">https://drive.google.com/a/cisco.edu/file/d/0Bzbg1HMLkOUieDYxS2dHa2U3bVk/view?usp=sharing</a></p> <p><a href="https://drive.google.com/a/cisco.edu/file/d/0Bzbg1HMLkOUiSG5kcDRlcEhidnc/view?usp=sharing">https://drive.google.com/a/cisco.edu/file/d/0Bzbg1HMLkOUiSG5kcDRlcEhidnc/view?usp=sharing</a></p> <p><a href="https://drive.google.com/file/d/0Bzbg1HMLkOUiREk5U0p6QjJSY0U/view?usp=sharing">https://drive.google.com/file/d/0Bzbg1HMLkOUiREk5U0p6QjJSY0U/view?usp=sharing</a></p>
<b>How your unit will use this data for improving results.</b>	The two departments with the strongest procedure in place for assessment are the Business Computing Information Systems and Mathematics Departments. The Accounting Department is off to a good start and simply needs time to develop a procedure that works for it. The Business Department has much work to do. The tools are in place to be used, but only if faculty resistance is overcome. This may take a year or two, but the division chair is determined to make it happen by replacing adjunct faculty where necessary to insure that it does.
<b>Does this year's data indicate changes or improvements from last year? Explain.</b>	The Business Computing Information Systems and Mathematics Departments are continuing to do good assessment as they have for many years. The most improvement with assessment has occurred with the Accounting Department. Although they are selecting a new textbook next year and may tweak their pre/post test assessment instrument, they are poised to have completed both a fall and spring semester doing assessment. The Business Department has made improvement as well in that it has a pre/post test assessment instrument that is being implemented for the first time for Spring 2015. The challenge with the Business Department does not lie in the means to do assessment. Rather, it lies in the willingness of the faculty to do it. Stay tuned!
<b>Do you need assistance with identifying outcomes or gathering assessment data?</b>	No
<b>Is the plan outcomes based? (1st submission)</b>	Y
<b>Is the plan data driven? (1st submission)</b>	Y

<b>Is the plan ongoing and evolving? (1st submission)</b>	Y
<b>Are the results being used? (1st submission)</b>	Y
<b>Comment - 1st submission</b>	
<b>Updated</b>	Not submitted
<b>Is the plan outcomes based? (2nd submission)</b>	
<b>Is the plan data driven? (2nd submission)</b>	
<b>Is the plan ongoing and evolving? (2nd submission)</b>	
<b>Are the results being used? (2nd submission)</b>	
<b>Comment - Updated submission</b>	

<b>Timestamp</b>	1/14/2016
<b>Username</b>	jerry.clemons@cisco.edu
<b>Submitted by</b>	Jerry Clemons
<b>Planning Unit</b>	<b>Math &amp; Business – Accounting Dept</b>
<b>Outcomes</b>	<p>The Accounting Department has selected ACCT 2301 (Principles of Accounting I) for assessment as this course is taught in the fall semester each academic year and because the 2015 IE Questionnaire is due before the Spring 2015 Semester is completed (April 30, 2015).</p> <p>The learning outcomes for this ACCT 2301 may be found in the ACGM (Academic Course Guide Manual) and in the Common Course Syllabus. These are:</p> <ol style="list-style-type: none"> <li>1. Use basic accounting terminology and the assumptions, principles, and constraints of the accounting environment.</li> <li>2. Identify the difference between accrual and cash basis accounting.</li> <li>3. Analyze and record business events in accordance with U.S. generally accepted accounting principles (GAAP).</li> <li>4. Prepare adjusting entries and close the general ledger.</li> <li>5. Prepare financial statements in an appropriate U.S. GAAP format, including the following: income statement, balance sheet, statement of cash flows, and statement of shareholders' equity.</li> <li>6. Analyze and interpret financial statements using financial analysis techniques.</li> <li>7. Describe the conceptual differences between International Financial Reporting Standards and U.S. generally accepted accounting principles.</li> </ol>
<b>Assess the extent to which the outcomes were achieved.</b>	<p>Last year the Accounting Department was unable to measure the learning outcomes for all sections of ACCT 2301 &amp; 2302 because we had no common assessment instrument. After some planning and effort, pre and post test assessment instruments were designed to measure learning outcomes for ACCT 2301 &amp; 2302 for the first time. Test items were mapped to specific learning outcomes within the assessment design.</p> <p>The pre / post test assessment was administered to all sections of ACCT 2301 in Fall 2014. Compiling, summarizing, and analyzing the results was difficult the first time and points out that we need more consistency with how this data is gathered and reported. While all learning outcomes of ACCT 2301 were assessed, our two Accounting Faculty reported their results very differently making it difficult to compare sections taught by each faculty</p>

	<p>member.</p> <p>For ACCT 2301.E1, the data was reported by pre and post test item. Using the post test as final assessment, students scored at 70% or better on all test items except for test items 2 and 5. Test item 2 is one of three test items that measures learning outcome 5 to prepare financial statements in an appropriate U.S. GAAP format, including the following: income statement, balance sheet, statement of cash flows, and statement of shareholders' equity. Test item 5 is the only test item that measures learning outcome 2 to identify the difference between accrual and cash basis accounting.</p> <p>For ACCT 2301.01 &amp; 50, the data was reported as a percentage change from pre to post test by learning outcome. This is a bit closer to what we need to see for all sections. All learning outcomes demonstrated an increased percentage in mastery with one exception - learning outcome 4 which is to prepare adjusting entries and close the general ledger. This learning outcome actually showed a decrease and the faculty member indicates this could be a result of there being only one test item (test item # 11) to measure this learning outcome. A suggestion was made to tweak the pre and post test so that there were two test items to measure this learning outcome. For ACCT 2301.E1, however, test item 11 shows an increase of 46%.</p> <p>Update - January 14, 2016</p> <p>A third and fourth link were added to the question window below to add data for ACCT 2302 for Spring 2015 as it was not available by the April 30, 2015 IE deadline last year.</p>
<b>Data</b>	<p><a href="https://drive.google.com/a/cisco.edu/file/d/0Bzbg1HMLkOUidWc1TIJfZ0ViSE/view?usp=sharing">https://drive.google.com/a/cisco.edu/file/d/0Bzbg1HMLkOUidWc1TIJfZ0ViSE/view?usp=sharing</a></p> <p><a href="https://drive.google.com/a/cisco.edu/file/d/0Bzbg1HMLkOUiUmR1SWw0RGhzU1k/view?usp=sharing">https://drive.google.com/a/cisco.edu/file/d/0Bzbg1HMLkOUiUmR1SWw0RGhzU1k/view?usp=sharing</a></p> <p><a href="https://drive.google.com/file/d/0Bzbg1HMLkOUiQVpCR25nclIDcmM/view?usp=sharing">https://drive.google.com/file/d/0Bzbg1HMLkOUiQVpCR25nclIDcmM/view?usp=sharing</a></p> <p><a href="https://drive.google.com/file/d/0Bzbg1HMLkOUiZjBjZFEwZUpBdU0/view?usp=sharing">https://drive.google.com/file/d/0Bzbg1HMLkOUiZjBjZFEwZUpBdU0/view?usp=sharing</a></p>
<b>How your unit will use this data for improving results.</b>	<p>As mentioned previously, it is now apparent that in order to measure learning outcomes across all sections of ACCT 2301 &amp; 2302, a more consistent approach must be taken between Accounting faculty. The Division Chair plans to create a reporting form that emphasizes the reporting of data by learning outcome so that both Accounting faculty members will specifically report that data. This should allow for consistency when comparing results between sections taught by different faculty members.</p> <p>Update - January 14, 2016</p>

	<p>The new Course Assessment forms for ACCT 2301 and ACCT 2302 appear to provide a concise summary of pre and post test data mapped to the learning outcomes for these courses. We plan to continue to use them to focus on learning outcomes where student performance may be improved. Although ACCT 2302 was not included initially for this IE cycle, for Spring 2015, one faculty member was satisfied with student performance on all outcomes while an adjunct faculty member feels the need to spend more time on two learning outcomes for ACCT 2302.</p>
<b>Does this year's data indicate changes or improvements from last year? Explain.</b>	<p>This cannot be determined at this time. Last year the Accounting Department had no way to measure learning outcomes for ACCT 2301 &amp; 2302. This year's effort was a first step, but an important one. The Accounting Department has never measured learning outcomes before as other departments have who have been doing so for some time. It is hoped that there will be an improvement next year with regard to consistency of assessment reporting to allow for a better comparison to be made between different sections and different faculty teaching them.</p> <p>Update - January 14, 2016</p> <p>The new Course Assessment forms for ACCT 2301 and ACCT 2302 appear to provide a concise summary of pre and post test data mapped to the learning outcomes for these courses. We plan to continue to use them in the 2015 - 2016 academic year to focus on learning outcomes where student performance may be improved.</p>
<b>Do you need assistance with identifying outcomes or gathering assessment data?</b>	No
<b>Is the plan outcomes based? (1st submission)</b>	Y
<b>Is the plan data driven? (1st submission)</b>	Y
<b>Is the plan ongoing and evolving? (1st submission)</b>	Y
<b>Are the results being used? (1st submission)</b>	Y
<b>Comment - 1st submission</b>	No comment (B. Jackson)
<b>Updated</b>	Y

<b>Is the plan outcomes based? (2nd submission)</b>	Y
<b>Is the plan data driven? (2nd submission)</b>	Y
<b>Is the plan ongoing and evolving? (2nd submission)</b>	Y
<b>Are the results being used? (2nd submission)</b>	Y
<b>Comment - Updated submission</b>	Updated (Donoho) Great! (Hicks) Discussed at 3/16/16 IE meeting.

<b>Timestamp</b>	1/14/2016
<b>Username</b>	jerry.clemons@cisco.edu
<b>Submitted by</b>	Jerry Clemons
<b>Planning Unit</b>	<b>Math &amp; Business – Business &amp; Computer Information Systems Dept</b>
<b>Outcomes</b>	<p>The Business Computer Information Systems Department has one course in the Core Curriculum to assess. This is BCIS 1305 (Business Computer Applications). The Learning Outcomes for this course may be found in the ACGM (Academic Course Guide Manual) and in the Common Course Syllabus for BCIS 1305. These are:</p> <ol style="list-style-type: none"> <li>1. Describe the fundamentals of Information Technology (IT) infrastructure components: hardware, software, and data communications systems.</li> <li>2. Explain the guiding principles of professional behavior in computing.</li> <li>3. Demonstrate proper file management techniques to manipulate electronic files and folders in a local and networked environment.</li> <li>4. Use business productivity software to manipulate data and find solutions to business problems.</li> <li>5. Explain the concepts and terminology used in the operation of application systems in a business environment.</li> <li>6. Identify emerging technologies for use in business applications.</li> <li>7. Complete projects that integrate business software applications.</li> </ol>
<b>Assess the extent to which the outcomes were achieved.</b>	<p>Because the 2015 IE Questionnaire is due before the Spring 2015 Semester is completed (April 30, 2015), data for the complete 2014 - 2015 academic year is not yet available. However, data for Fall 2014 is available through the administration of a pre/post test instrument designed to measure BCIS 1305 Learning Outcomes across all sections of BCIS 1305. Test items are mapped to a learning outcomes.</p> <p>The results for Fall 2014 are available and uploaded as a separate attachment. The assessment data for Fall 2014 indicates that a satisfactory ranking of achievement was obtained based upon post test results for learning outcomes 1 through 5. However, post test results for outcomes 6 and 7 fall below the BCIS criteria of 70%. These learning outcomes are to identify emerging technologies for use in business applications and complete projects that integrate business software applications.</p> <p>Update - January 14, 2016</p> <p>The data link provided in the next question window has been updated to an</p>

	assessment report which includes data from both Fall 2014 and Spring 2015. The Spring 2015 data was not available at the April 30, 2015 IE due date.
<b>Data</b>	<a href="https://drive.google.com/a/cisco.edu/file/d/0Bzbg1HMLkOUiT3IERF82YUstdTg/view?usp=sharing">https://drive.google.com/a/cisco.edu/file/d/0Bzbg1HMLkOUiT3IERF82YUstdTg/view?usp=sharing</a>
<b>How your unit will use this data for improving results.</b>	The same course level assessment data for BCIS 1305 Learning Outcomes will be captured for Spring 2015. The data for Fall 2014 and Spring 2015 will be combined into a more extensive report over the Summer of 2015. Once the assessment data for the 2014 - 2015 academic year is completed, gathered, analyzed, and reported upon, the BCIS faculty will review it and make instructional decisions in an attempt to improve upon student performance for any learning outcomes that fall below the departmental criteria of 70%.
<b>Does this year's data indicate changes or improvements from last year? Explain.</b>	This cannot be determined at this time. The Learning Outcomes for BCIS 1305 were changed from last year to the current year. Previously, there were no Learning Outcomes for BCIS 1305 in the ACGM. At that time, institutions were allowed to create their own. This ended with the Spring 2014 changes to the ACGM when Learning Outcomes for BCIS 1305 were added. The pre and post test assessment instrument was completely redesigned to measure the new outcomes and the Fall 2014 data is the first snapshot of from this. The Fall 2014 data represent the beginning of a baseline from which to measure the new ACGM learning outcomes. If results from Spring 2015 also show student performance below 70% on learning outcomes 6 and 7, the BCIS faculty will consider making instructional changes next year.
<b>Do you need assistance with identifying outcomes or gathering assessment data?</b>	No
<b>Is the plan outcomes based? (1st submission)</b>	Y
<b>Is the plan data driven? (1st submission)</b>	Y
<b>Is the plan ongoing and evolving? (1st submission)</b>	Y
<b>Are the results being used? (1st submission)</b>	Y
<b>Comment - 1st submission</b>	Qualitative and quantitative information provided (Speegle)

<b>Updated</b>	Y
<b>Is the plan outcomes based? (2nd submission)</b>	Y
<b>Is the plan data driven? (2nd submission)</b>	Y
<b>Is the plan ongoing and evolving? (2nd submission)</b>	Y
<b>Are the results being used? (2nd submission)</b>	Y
<b>Comment - Updated submission</b>	Updated (Donoho) (Hicks) Discussed at 3/16/16 IE meeting.

<b>Timestamp</b>	1/14/2016
<b>Username</b>	jerry.clemons@cisco.edu
<b>Submitted by</b>	Jerry Clemons
<b>Planning Unit</b>	<b>Math &amp; Business – Business Dept</b>
<b>Outcomes</b>	<p>The Business Department has only one course to assess. This is BUSI 1301 (Business Principles). The learning outcomes for BUSI 1301 may be found in the ACGM (Academic Course Guide Manual) and in the Common Course Syllabus. These are:</p> <ol style="list-style-type: none"> <li>1. Identify major business functions of accounting, finance, information systems, management, and marketing.</li> <li>2. Describe the relationships of social responsibility, ethics, and law in business.</li> <li>3. Explain forms of ownership, including their advantages and disadvantages.</li> <li>4. Identify and explain the domestic and international considerations for today's business environment: social, economic, legal, ethical, technological, competitive, and international.</li> <li>5. Identify and explain the role and effect of government on business.</li> <li>6. Describe the importance and effects of ethical practices in business and be able to analyze business situations to identify ethical dilemmas and ethical lapses.</li> <li>7. Describe basic financial statements and show how they reflect the activity and financial condition of a business.</li> <li>8. Explain the banking and financial systems, including the securities markets, business financing, and basic concepts of accounting.</li> <li>9. Explain integrity, ethics, and social responsibility as they relate to leadership and management.</li> <li>10. Explain the nature and functions of management.</li> <li>11. Identify strengths, weaknesses, opportunities, and threats of information technology for businesses.</li> </ol>
<b>Assess the extent to which the outcomes were achieved.</b>	Last year the Business Department was unable to measure the learning outcomes for all sections of BUSI 1301 because we had no common assessment instrument. After some planning and effort, pre and post test assessment instruments were created to measure learning outcomes for BUSI 1301 for the first time beginning Spring 2015. Test items were

	<p>mapped to specific learning outcomes within the assessment instruments.</p> <p>Because the pre and post test for BUSI 1301 are being administered for the first time during the Spring 2015 semester, the data has not been collected as of this writing. The early date of April 30, 2015 precludes the collection, analysis, and interpretation of data for the Spring 2015 semester. Last fall, one instructor gave his own pre and post test and his data is attached. However, his assessment instrument was not mapped to learning outcomes meaning that learning outcomes were not assessed.</p> <p>A second adjunct faculty member was asked for assignments that could be tied to learning outcomes and the division chair has been unable to get this faculty member to submit anything.</p> <p>Update - January 14, 2016</p> <p>One of two business adjunct faculty submitted a report after the April 30, 2015 deadline that contains pre and post test data mapped to learning outcomes for one section of BUSI 1301 for Spring 2015. Follow the second link in the next question window. This is the first time this kind of data has ever been captured for BUSI 1301 and represents a significant step forward.</p>
<b>Data</b>	<p><a href="https://drive.google.com/a/cisco.edu/file/d/0Bzbg1HMLkOUiazFYbmhpMHIMLUE/view?usp=sharing">https://drive.google.com/a/cisco.edu/file/d/0Bzbg1HMLkOUiazFYbmhpMHIMLUE/view?usp=sharing</a></p> <p><a href="https://drive.google.com/file/d/0Bzbg1HMLkOUiai1rV3RVODZRX1k/view?usp=sharing">https://drive.google.com/file/d/0Bzbg1HMLkOUiai1rV3RVODZRX1k/view?usp=sharing</a></p>
<b>How your unit will use this data for improving results.</b>	<p>The Business Department is resistant to measuring learning outcomes. This appears to be as result of the extra work required to do so in collecting, analyzing, and interpreting data. It is likely due to the fact that all Business Faculty are adjunct and our overload pay is not enough to justify the extra work for assessment. This is a dilemma for the division chair at the moment. However, we do have a good pre and post test assessment instrument in place that can be used to assess for learning outcomes next. If resistance among adjunct faculty continues, the division chair will seek to replace them with adjunct faculty who will be willing to do the extra assessment work despite the low overload pay.</p> <p>Update - January 14, 2016</p> <p>Althought the sample size is small (<math>n=12</math>), the one submitted BUSI 1301 Assessment Report utilizing pre / post test data mapped to learning outcomes for Spring 2015 indicates that students achieved a 60% or greater mastery of all 11 learning outcomes. This will make for good benchmark data if confirmed by subsequent data. Based upon the data, the instructor indicated that the last two chapters of the text are critically important and need to have more than one lecture dedicated to each. In future semesters, the professor plans to allocate more class time for Money and Banking chapters.</p>
<b>Does this year's data</b>	This cannot be determined at this time. Last year the Business Department

<b>indicate changes or improvements from last year? Explain.</b>	<p>had no way to measure learning outcomes for BUSI 1301. This year's effort in creating a pre /post test and implementing is in the Spring 2105 semester is a first step, but an important one. The Business Department has never measured learning outcomes and is resistant to doing so. It is hoped that the Business Department will begin using the pre / post test to measure learning outcomes. Adjunct faculty unwilling to participate in assessment will be replaced with adjunct faculty who will. Someone wish us some luck!</p> <p>Update - January 14, 2016</p> <p>The one bright spot is that one of two business adjunct faculty submitted a report containing pre and post test data mapped to learning outcomes for one section of BUSI 1301. Hopefully, this is a good beginning and represents improvement. However, it remains to be seen whether the second adjunct will do the same. This division chair has no means by which to be persuasive except to plead for this adjunct who is also a top level administrator not evaluated by this division chair to follow the assessment process. To end on a bright note, a third business adjunct looks to be promising and willing to follow the assessment process. To look on the bright side, two out of three following the assessment process is better than zero out of three.</p>
<b>Do you need assistance with identifying outcomes or gathering assessment data?</b>	No
<b>Is the plan outcomes based? (1st submission)</b>	Y
<b>Is the plan data driven? (1st submission)</b>	P
<b>Is the plan ongoing and evolving? (1st submission)</b>	Y
<b>Are the results being used? (1st submission)</b>	P
<b>Comment - 1st submission</b>	Results will be used to make improvements as soon as data has been fully analyzed. (Speegle)
<b>Updated</b>	Y
<b>Is the plan outcomes based? (2nd submission)</b>	Y

<b>Is the plan data driven? (2nd submission)</b>	Y
<b>Is the plan ongoing and evolving? (2nd submission)</b>	Y
<b>Are the results being used? (2nd submission)</b>	Y
<b>Comment - Updated submission</b>	Updated (Donoho) (Hicks) Discussed at 3/16/16 IE meeting.

<b>Timestamp</b>	1/14/2016
<b>Username</b>	jerry.clemons@cisco.edu
<b>Submitted by</b>	Jerry Clemons
<b>Planning Unit</b>	<b>Math &amp; Business – Mathematics Dept</b>
<b>Outcomes</b>	<p>The Mathematics Department has selected Math 1314 as the course upon which assessment is focused because it is the math course with the largest enrollment currently in our Core Curriculum. The learning outcomes for this course may be found in the ACGM (Academic Course Guide Manual) and in the Common Course Syllabus for Math 1314. These are:</p> <ol style="list-style-type: none"> <li>1. Demonstrate and apply knowledge of properties of functions, including domain and range, operations, compositions, and inverses.</li> <li>2. Recognize and apply polynomial, rational, radical, exponential and logarithmic functions and solve related equations.</li> <li>3. Apply graphing techniques.</li> <li>4. Evaluate all roots of higher degree polynomial and rational functions.</li> <li>5. Recognize, solve and apply systems of linear equations using matrices.</li> </ol>
<b>Assess the extent to which the outcomes were achieved.</b>	<p>Because the 2015 IE Questionnaire is due before the Spring 2015 Semester is completed (April 30, 2015), data is not yet available to support assessment. The Mathematics Department assesses Math 1314 through the administration of a pre/post test instrument. Each test item is mapped to a learning outcome. The assessment has been completed for the Fall 2014 Semester. However, there has not been sufficient time for the data to be gathered, analyzed, and compiled into a report. It is anticipated to be available by the end of Summer 2015 when it will be shared with the math faculty.</p> <p>The best that can be said at this time is that the course level assessment for Math 1314 is completed for Fall 2014 and is currently underway for Spring 2015, but the resultant data is not ready for presentation.</p> <p>A Fall 2014 Student Success Report for Mathematics exists and has been uploaded which contains student success data for all of our college level math courses. For purposes of this report, student success is measured by course grades with an A, B, or C considered successful. As can be seen, Math 1314 had a success rate of 70.8% for Fall 2014. This is actually quite good historically compared to typical success rates for College Algebra at both Cisco College and other higher educational institutions across the US. Unfortunately, this data does not directly measure the Math 1314 Learning</p>

	<p>Outcomes. This will have to await the completion of the pre/post test assessment currently in progress.</p> <p>Update - January 14, 2016</p> <p>All 5 learning outcomes were assessed in all sections of Math 1314 for Fall 2014 and Spring 2015. The data may be found in the 2014 - 2015 Core Curriculum Assessment Report for Mathematics by following the 3rd link in the next question window.</p>
<b>Data</b>	<p><a href="https://drive.google.com/a/cisco.edu/file/d/0Bzbg1HMLkOUiSG5kcDRlcEhidnc/view?usp=sharing">https://drive.google.com/a/cisco.edu/file/d/0Bzbg1HMLkOUiSG5kcDRlcEhidnc/view?usp=sharing</a></p> <p><a href="https://drive.google.com/file/d/0Bzbg1HMLkOUiREk5U0p6QjJSY0U/view?usp=sharing">https://drive.google.com/file/d/0Bzbg1HMLkOUiREk5U0p6QjJSY0U/view?usp=sharing</a></p> <p><a href="https://drive.google.com/a/cisco.edu/file/d/0Bzbg1HMLkOUicWpzeVRTYjl6VGc/view?usp=sharing">https://drive.google.com/a/cisco.edu/file/d/0Bzbg1HMLkOUicWpzeVRTYjl6VGc/view?usp=sharing</a></p>
<b>How your unit will use this data for improving results.</b>	<p>Assessment results for Math 1314 from last year indicated an unsatisfactory outcome ranking for learning outcome mastery 5 which is to recognize, solve and apply systems of linear equations using matrices.</p> <p>The Mathematics Department met on Monday, August 18, 2014 in a Division Meeting to discuss this. It was agreed that the Mathematics Department would focus its effort in the 2014 – 2015 academic year to improve student performance for learning outcome 5 for Math 1314. This learning outcome is a challenge because it is covered in just one section of the textbook and this coverage comes at the end of each semester when students are preparing for final exams. For the 2014 – 2015 academic year, the Mathematics Department is attempting to improve student performance with learning outcome 5 by placing greater emphasis on the topic of using matrices to solve linear systems of equations and allowing more time to cover this section. Missed class time due to winter weather at the end of the fall 2013 semester likely contributed to the 54.3% post test score for learning outcome 5. The sequencing of the Math 1314 curriculum that places the matrix content at the end of the course may need to be addressed in the future if improvement in mastery of learning outcome 5 does not occur in the 2014 – 2015 academic year. The Mathematics Department is awaiting the results of the 2014 - 2015 course level assessment for the Math 1314 Learning Outcomes to see if any improvement has occurred.</p> <p>Update - January 14, 2016</p> <p>Analyzed data from Fall 2014 &amp; Spring 2015 indicated an unsatisfactory result for learning outcome 5. The Mathematics Department met on Wednesday, August 19, 2015 for a Division Meeting. The results of the 2014 - 2015 Core Curriculum Assessment Report were discussed and action was taken to address learning outcome 5. It was agreed that faculty teaching Math 1314 who have had difficulty reaching the matrix content of Section 6.1 would move this content to a point earlier in the semester in order to be sure to have time to cover it in the Fall 2015 and Spring 2016</p>

	Semesters. It is hoped that this will improve performance results for learning outcome 5.
<b>Does this year's data indicate changes or improvements from last year? Explain.</b>	<p>The early submission of this IE Questionnaire precludes being able to answer this question. As indicated above, the 2014 - 2015 course level assessment data for the Math 1314 Learning Outcomes is not completed, gathered, analyzed, and reported upon at the time of this submission. Once the data is available for review, the Mathematics Department will make an instructional decision to attempt improvement of learning outcome 5 if the data supports the need for improvement again this year.</p> <p>Update - January 14, 2016</p> <p>Analyzed data from Fall 2014 &amp; Spring 2015 indicated an unsatisfactory result for learning outcome 5. This is the second year in a row that unsatisfactory results have been indicated for learning outcome 5. Therefore, there was no change from 2013/2014 to 2014/2015. Hopefully, we can achieve at least a partial learning outcome mastery by moving the coverage of the matrix content to a point earlier in the semester so that it will not be left out by instructors.</p>
<b>Do you need assistance with identifying outcomes or gathering assessment data?</b>	No
<b>Is the plan outcomes based? (1st submission)</b>	Y
<b>Is the plan data driven? (1st submission)</b>	Y
<b>Is the plan ongoing and evolving? (1st submission)</b>	Y
<b>Are the results being used? (1st submission)</b>	P
<b>Comment - 1st submission</b>	Results will be used to make improvements as soon as data has been fully analyzed. (Speegle)
<b>Updated</b>	Y
<b>Is the plan outcomes</b>	Y

<b>based? (2nd submission)</b>	
<b>Is the plan data driven? (2nd submission)</b>	Y
<b>Is the plan ongoing and evolving? (2nd submission)</b>	Y
<b>Are the results being used? (2nd submission)</b>	Y
<b>Comment - Updated submission</b>	Updated (Donoho) (Hicks) Discussed at 3/16/16 IE meeting. The CAO will discuss consistency with Division Chair.

<b>Timestamp</b>	1/21/2016
<b>Username</b>	debbie.barton@cisco.edu
<b>Submitted by</b>	Debbie Barton
<b>Planning Unit</b>	<b>Instruction - Natural Science Division</b>
<b>Outcomes</b>	The science division outcomes are provided in course descriptions adopted from the Academic Course Guide Manual (ACGM) provided by the Texas Higher Education Coordinating Board. Each set of outcomes and a course description is included in the IE and Assessment report along with assessment data for each course and analysis of data. In addition, qualitative analysis of institutional effectiveness/improvement activities by the science division is included in the report.
<b>Assess the extent to which the outcomes were achieved.</b>	Please refer to data and analysis in the IE and Assessment report that accompanies this questionnaire.
<b>Data</b>	2014-15 IE and Assessment Report will be emailed to Heather Hicks and Clay Wiegand.
<b>How your unit will use this data for improving results.</b>	Instructors in the Science Division submitted assessment information and plans for future modifications and assessment. A question or set of questions from an exam or assignment is chosen to assess a particular learning ACGM objective/outcome.
<b>Does this year's data indicate changes or improvements from last year? Explain.</b>	Many improvements were observed in the course assessments and most faculty reported changes in methodology for relaying a particular concept that will be incorporated into the course in the future. Analysis of course data is included in the IE and Assessment Report.
<b>Do you need assistance with identifying outcomes or gathering assessment data?</b>	No
<b>Is the plan outcomes based? (1st submission)</b>	N
<b>Is the plan data driven? (1st submission)</b>	N
<b>Is the plan ongoing and evolving? (1st submission)</b>	N
<b>Are the results being used? (1st</b>	<b>N</b>

<b>submission)</b>	
<b>Comment - 1st submission</b>	Updated (Donoho) List outcomes. Provide dept. level or division-level executive summary. Provide summary of plans & activities and results. 1) need to explain data, improvement plans and results. If instructors are performing individual assessments, consider having them submit form. 2) Chair needs to account for dept. activities. (Hicks)
<b>Updated</b>	N
<b>Is the plan outcomes based? (2nd submission)</b>	
<b>Is the plan data driven? (2nd submission)</b>	
<b>Is the plan ongoing and evolving? (2nd submission)</b>	
<b>Are the results being used? (2nd submission)</b>	
<b>Comment - Updated submission</b>	Discussed at 3/16/16 IE meeting. The Natural Sciences Division has been incorporated into the Math & Sciences Division.

<b>Timestamp</b>	4/28/2015
<b>Username</b>	donella.tucker@cisco.edu
<b>Submitted by</b>	Donella Tucker
<b>Planning Unit</b>	<b>Instruction - Nursing Division</b>
<b>Outcomes</b>	<p>LVN-ADN Program NCLEX Pass rate for 2014 was 88.9%; one of the highest scores in Texas.</p> <p>Full Approval status was granted by the Texas Board of Nursing.</p> <p>The VN program had a yearly NCLEX pass of 70.59%. This was out of the ordinary for this program. We will be required by the Texas Board of Nursing to write a self-study in order to help identify strengths/weaknesses and areas for improvement to be successful for next year.</p>
<b>Assess the extent to which the outcomes were achieved.</b>	<p>Outcomes for the ADN program were achieved successfully.</p> <p>Outcomes for the VN program were less than satisfactory.</p>
<b>Data</b>	www.bon.texas.gov
<b>How your unit will use this data for improving results.</b>	We are in the process of writing a Self-Study report for the BON. We will discuss changes we have already made which have enhanced the program as well as those opportunities where there is room for improvement. The goal would be to not have a NCLEX below 80% again.
<b>Does this year's data indicate changes or improvements from last year? Explain.</b>	Both. The RN program improved their pass rate and the VN program decreased. Student selection and remediation have been identified as major areas of concern for increasing NCLEX scores.
<b>Do you need assistance with identifying outcomes or gathering assessment data?</b>	No
<b>Is the plan outcomes based? (1st submission)</b>	Y
<b>Is the plan data driven? (1st submission)</b>	Y
<b>Is the plan ongoing and evolving? (1st submission)</b>	Y
<b>Are the results being</b>	Y

<b>used? (1st submission)</b>	
<b>Comment - 1st submission</b>	Pass rates for LVN and AND programs were provided. Outcomes as prescribed by the Texas Board of Nursing were provided. (Speegle)
<b>Updated</b>	Y
<b>Is the plan outcomes based? (2nd submission)</b>	
<b>Is the plan data driven? (2nd submission)</b>	
<b>Is the plan ongoing and evolving? (2nd submission)</b>	
<b>Are the results being used? (2nd submission)</b>	
<b>Comment - Updated submission</b>	

<b>Timestamp</b>	
<b>Username</b>	
<b>Submitted by</b>	
<b>Planning Unit</b>	<b>Public Service Division</b>
<b>Outcomes</b>	Nothing submitted
<b>Assess the extent to which the outcomes were achieved.</b>	
<b>Data</b>	
<b>How your unit will use this data for improving results.</b>	
<b>Does this year's data indicate changes or improvements from last year? Explain.</b>	
<b>Do you need assistance with identifying outcomes or gathering assessment data?</b>	
<b>Is the plan outcomes based? (1st submission)</b>	
<b>Is the plan data driven? (1st submission)</b>	
<b>Is the plan ongoing and evolving? (1st submission)</b>	
<b>Are the results being used? (1st submission)</b>	
<b>Comment - 1st submission</b>	
<b>Updated</b>	
<b>Is the plan outcomes based? (2nd</b>	

<b>submission)</b>	
<b>Is the plan data driven? (2nd submission)</b>	
<b>Is the plan ongoing and evolving? (2nd submission)</b>	
<b>Are the results being used? (2nd submission)</b>	
<b>Comment - Updated submission</b>	

<b>Timestamp</b>	
<b>Username</b>	
<b>Submitted by</b>	
<b>Planning Unit</b>	<b>Public Service - Art</b>
<b>Outcomes</b>	Nothing submitted
<b>Assess the extent to which the outcomes were achieved.</b>	
<b>Data</b>	
<b>How your unit will use this data for improving results.</b>	
<b>Does this year's data indicate changes or improvements from last year? Explain.</b>	
<b>Do you need assistance with identifying outcomes or gathering assessment data?</b>	
<b>Is the plan outcomes based? (1st submission)</b>	
<b>Is the plan data driven? (1st submission)</b>	
<b>Is the plan ongoing and evolving? (1st submission)</b>	
<b>Are the results being used? (1st submission)</b>	
<b>Comment - 1st submission</b>	
<b>Updated</b>	
<b>Is the plan outcomes based? (2nd</b>	

<b>submission)</b>	
<b>Is the plan data driven? (2nd submission)</b>	
<b>Is the plan ongoing and evolving? (2nd submission)</b>	
<b>Are the results being used? (2nd submission)</b>	
<b>Comment - Updated submission</b>	

<b>Timestamp</b>	
<b>Username</b>	
<b>Submitted by</b>	
<b>Planning Unit</b>	<b>Public Service - Childcare &amp; Early Childhood</b>
<b>Outcomes</b>	Nothing submitted
<b>Assess the extent to which the outcomes were achieved.</b>	
<b>Data</b>	
<b>How your unit will use this data for improving results.</b>	
<b>Does this year's data indicate changes or improvements from last year? Explain.</b>	
<b>Do you need assistance with identifying outcomes or gathering assessment data?</b>	
<b>Is the plan outcomes based? (1st submission)</b>	
<b>Is the plan data driven? (1st submission)</b>	
<b>Is the plan ongoing and evolving? (1st submission)</b>	
<b>Are the results being used? (1st submission)</b>	
<b>Comment - 1st submission</b>	
<b>Updated</b>	
<b>Is the plan outcomes based? (2nd</b>	

<b>submission)</b>	
<b>Is the plan data driven? (2nd submission)</b>	
<b>Is the plan ongoing and evolving? (2nd submission)</b>	
<b>Are the results being used? (2nd submission)</b>	
<b>Comment - Updated submission</b>	

<b>Timestamp</b>	1/15/2016
<b>Username</b>	tonya.maxwell@cisco.edu
<b>Submitted by</b>	Tonya Maxwell
<b>Planning Unit</b>	<b>Public Service - Cosmetology Dept</b>
<b>Outcomes</b>	<p>Offer life long learning opportunities  Focus on students  Provide a life long learning environment  Enhance quality of life</p>
<b>Assess the extent to which the outcomes were achieved.</b>	<p>Compile and update syllabi following the guidelines set by the Workforce course educational manual Guidelines committee, and follow Cisco College approved syllabi outlines.</p> <p>Access WECM web site and follow course guidelines as outlined by the Higher Education Board and Cisco College Curriculum Committee.</p> <p>Select Courses from the WECM Continuing Education web site, write lesson plans for class content approved by Texas Department of Licensing and Regulation.</p> <p>WECM outcomes for 2010 3 year period:  12.0400 COSMETOLOGY AND RELATED PERSONAL GROOMING SERVICES (60.98%)</p>
<b>Data</b>	<p>TDLR PASS FAIL REPORT  Page 1  School Code School Name CD LastName,FirstName Test Test Date Result (%)  TEST NAME : TX Operator Written English  TDLR Candidate Pass/Fail Roster REPORT TYPE: ALL Report Date : 01-14-16  TEST DATES : 01-01-14 to 01-01-15  70053081 CISCO COLLEGE BEARD, ALLISON NICOLE TX Operator Written English 12-05-14 PASS (76.0%)  School Code School Name CD LastName,FirstName Test Test Date Result (%)  TEST NAME : TX Operator Practical English  TDLR Candidate Pass/Fail Roster REPORT TYPE: ALL Report Date : 01-14-16  TEST DATES : 01-01-14 to 01-01-15  70053081 CISCO COLLEGE BLAIR, AIMEE TX Operator Practical English 07-16-14 PASS (74.6%)  School Code School Name CD LastName,FirstName Test Test Date Result (%)  TEST NAME : TX Operator Written English  TDLR Candidate Pass/Fail Roster REPORT TYPE: ALL Report Date : 01-14-16  TEST DATES : 01-01-14 to 01-01-15  70053081 CISCO COLLEGE BLAIR, AIMEE PAIGE TX Operator Written English 05-23-14 PASS (72.0%)</p>

	<p>School Code School Name CD LastName,FirstName Test Test Date Result (%)</p> <p>TEST NAME : TX Operator Practical English</p> <p>TDLR Candidate Pass/Fail Roster REPORT TYPE: ALL Report Date : 01-14-16</p> <p>TEST DATES : 01-01-14 to 01-01-15</p> <p>70053081 CISCO COLLEGE DANIEL, KRYSTAL ANNETTE TX Operator Practical English 01-03-14 PASS (88.7%)</p> <p>Page 2</p> <p>School Code School Name CD LastName,FirstName Test Test Date Result (%)</p> <p>TEST NAME : TX Operator Written English</p> <p>TDLR Candidate Pass/Fail Roster REPORT TYPE: ALL Report Date : 01-14-16</p> <p>TEST DATES : 01-01-14 to 01-01-15</p> <p>70053081 CISCO COLLEGE ISBELL, JUDITH KAY TX Operator Written English 05-30-14 FAIL (46.0%)</p> <p>70053081 CISCO COLLEGE MATTHEWS, OTIS ZEB TX Operator Written English 12-20-14 FAIL (69.0%)</p> <p>70053081 CISCO COLLEGE MATTHEWS, OTIS ZEB TX Operator Written English 12-31-14 PASS (87.0%)</p> <p>70053081 CISCO COLLEGE SMITH, SARAH JEAN TX Operator Written English 12-24-14 PASS (77.0%)</p>
<b>How your unit will use this data for improving results.</b>	<p>I will continue to use effective teaching methods.</p> <p>I will add more practice on practical services.</p> <p>I will give more state board practice test to get the student more prepared for their licensing exam.</p> <p>I will raise the % from WECM</p>
<b>Does this year's data indicate changes or improvements from last year? Explain.</b>	Last year and this year, results have shown that students are learning targeted objectives as measured by the pre/post test
<b>Do you need assistance with identifying outcomes or gathering assessment data?</b>	Yes
<b>Is the plan outcomes based? (1st submission)</b>	P
<b>Is the plan data driven? (1st submission)</b>	N
<b>Is the plan ongoing and evolving? (1st submission)</b>	Y

<b>Are the results being used? (1st submission)</b>	Y
<b>Comment - 1st submission</b>	Outcomes for courses in the program provided in the WECM were not included. Outcomes provided were on a more general term. (Speegle)
<b>Updated</b>	Y
<b>Is the plan outcomes based? (2nd submission)</b>	N
<b>Is the plan data driven? (2nd submission)</b>	P
<b>Is the plan ongoing and evolving? (2nd submission)</b>	N
<b>Are the results being used? (2nd submission)</b>	N
<b>Comment - Updated submission</b>	Outcomes are not measurable; data is provided for other info.(Donoho) Outcomes-Need course outcomes. 1) Assess student learning outcomes. 2) Set benchmarks for success rates, licensure rates. 3) Plans, activities to improve results need to be specific. (Hicks) The Executive Dean is working with the Cosmetology instructor to complete the IE questionnaire.

<b>Timestamp</b>	
<b>Username</b>	
<b>Submitted by</b>	
<b>Planning Unit</b>	<b>Public Service - Criminal Justice</b>
<b>Outcomes</b>	Nothing submitted
<b>Assess the extent to which the outcomes were achieved.</b>	
<b>Data</b>	
<b>How your unit will use this data for improving results.</b>	
<b>Does this year's data indicate changes or improvements from last year? Explain.</b>	
<b>Do you need assistance with identifying outcomes or gathering assessment data?</b>	
<b>Is the plan outcomes based? (1st submission)</b>	
<b>Is the plan data driven? (1st submission)</b>	
<b>Is the plan ongoing and evolving? (1st submission)</b>	
<b>Are the results being used? (1st submission)</b>	
<b>Comment - 1st submission</b>	
<b>Updated</b>	
<b>Is the plan outcomes based? (2nd</b>	

<b>submission)</b>	
<b>Is the plan data driven? (2nd submission)</b>	
<b>Is the plan ongoing and evolving? (2nd submission)</b>	
<b>Are the results being used? (2nd submission)</b>	
<b>Comment - Updated submission</b>	

<b>Timestamp</b>	
<b>Username</b>	
<b>Submitted by</b>	
<b>Planning Unit</b>	<b>Public Service - Drama</b>
<b>Outcomes</b>	Nothing submitted
<b>Assess the extent to which the outcomes were achieved.</b>	
<b>Data</b>	
<b>How your unit will use this data for improving results.</b>	
<b>Does this year's data indicate changes or improvements from last year? Explain.</b>	
<b>Do you need assistance with identifying outcomes or gathering assessment data?</b>	
<b>Is the plan outcomes based? (1st submission)</b>	
<b>Is the plan data driven? (1st submission)</b>	
<b>Is the plan ongoing and evolving? (1st submission)</b>	
<b>Are the results being used? (1st submission)</b>	
<b>Comment - 1st submission</b>	
<b>Updated</b>	
<b>Is the plan outcomes based? (2nd</b>	

submission)	
<b>Is the plan data driven? (2nd submission)</b>	
<b>Is the plan ongoing and evolving? (2nd submission)</b>	
<b>Are the results being used? (2nd submission)</b>	
<b>Comment - Updated submission</b>	

<b>Timestamp</b>	
<b>Username</b>	
<b>Submitted by</b>	
<b>Planning Unit</b>	<b>Public Service - Fire Technology</b>
<b>Outcomes</b>	Nothing submitted
<b>Assess the extent to which the outcomes were achieved.</b>	
<b>Data</b>	
<b>How your unit will use this data for improving results.</b>	
<b>Does this year's data indicate changes or improvements from last year? Explain.</b>	
<b>Do you need assistance with identifying outcomes or gathering assessment data?</b>	
<b>Is the plan outcomes based? (1st submission)</b>	
<b>Is the plan data driven? (1st submission)</b>	
<b>Is the plan ongoing and evolving? (1st submission)</b>	
<b>Are the results being used? (1st submission)</b>	
<b>Comment - 1st submission</b>	
<b>Updated</b>	
<b>Is the plan outcomes based? (2nd</b>	

submission)	
<b>Is the plan data driven? (2nd submission)</b>	
<b>Is the plan ongoing and evolving? (2nd submission)</b>	
<b>Are the results being used? (2nd submission)</b>	
<b>Comment - Updated submission</b>	

<b>Timestamp</b>	
<b>Username</b>	
<b>Submitted by</b>	
<b>Planning Unit</b>	<b>Public Service - Homeland Security</b>
<b>Outcomes</b>	Nothing submitted
<b>Assess the extent to which the outcomes were achieved.</b>	
<b>Data</b>	
<b>How your unit will use this data for improving results.</b>	
<b>Does this year's data indicate changes or improvements from last year? Explain.</b>	
<b>Do you need assistance with identifying outcomes or gathering assessment data?</b>	
<b>Is the plan outcomes based? (1st submission)</b>	
<b>Is the plan data driven? (1st submission)</b>	
<b>Is the plan ongoing and evolving? (1st submission)</b>	
<b>Are the results being used? (1st submission)</b>	
<b>Comment - 1st submission</b>	
<b>Updated</b>	
<b>Is the plan outcomes based? (2nd</b>	

submission)	
<b>Is the plan data driven? (2nd submission)</b>	
<b>Is the plan ongoing and evolving? (2nd submission)</b>	
<b>Are the results being used? (2nd submission)</b>	
<b>Comment - Updated submission</b>	

<b>Timestamp</b>	
<b>Username</b>	
<b>Submitted by</b>	
<b>Planning Unit</b>	<b>Public Service - Music</b>
<b>Outcomes</b>	Nothing submitted
<b>Assess the extent to which the outcomes were achieved.</b>	
<b>Data</b>	
<b>How your unit will use this data for improving results.</b>	
<b>Does this year's data indicate changes or improvements from last year? Explain.</b>	
<b>Do you need assistance with identifying outcomes or gathering assessment data?</b>	
<b>Is the plan outcomes based? (1st submission)</b>	
<b>Is the plan data driven? (1st submission)</b>	
<b>Is the plan ongoing and evolving? (1st submission)</b>	
<b>Are the results being used? (1st submission)</b>	
<b>Comment - 1st submission</b>	
<b>Updated</b>	
<b>Is the plan outcomes based? (2nd</b>	

submission)	
<b>Is the plan data driven? (2nd submission)</b>	
<b>Is the plan ongoing and evolving? (2nd submission)</b>	
<b>Are the results being used? (2nd submission)</b>	
<b>Comment - Updated submission</b>	

<b>Timestamp</b>	1/28/2016																					
<b>Username</b>	terra.bartee@cisco.edu																					
<b>Submitted by</b>	Terra Bartee																					
<b>Planning Unit</b>	<b>Instruction - Social Science Division</b>																					
<b>Outcomes</b>	The Social Science Division assessed a variety of outcomes during the 2014-2015 school year. Each discipline selected the outcomes to be analyzed, which were chosen from the ACGM. The goal of the Social Science Division is for students to master the outcomes in each discipline.																					
<b>Assess the extent to which the outcomes were achieved.</b>	Each discipline chose its method of assessment. Pre/post exams and a variety of writing assignments were utilized to measure the specific outcomes. Justification and explanation for each department's assessment process was also included in each discipline's report.																					
<b>Data</b>	<p>Data was gathered by each department and submitted with each department's Institutional Effectiveness report. Based on the goal which would demonstrate mastery of the outcomes chosen in each discipline in the Social Science Division, each discipline's student outcome mastery is listed below.</p> <table> <thead> <tr> <th></th> <th>Fall Outcome Mastery</th> <th>Spring Outcome Mastery</th> </tr> </thead> <tbody> <tr> <td>Econ</td> <td>88%</td> <td>87.3%</td> </tr> <tr> <td>Govt</td> <td>87.80%</td> <td>83.3%</td> </tr> <tr> <td>Hist</td> <td>70.00%</td> <td>70.00%</td> </tr> <tr> <td>Phil</td> <td>No data</td> <td>No data</td> </tr> <tr> <td>Psyc</td> <td>82.30%</td> <td>77.90%</td> </tr> <tr> <td>Soci</td> <td>87.40%</td> <td>87.80%</td> </tr> </tbody> </table>		Fall Outcome Mastery	Spring Outcome Mastery	Econ	88%	87.3%	Govt	87.80%	83.3%	Hist	70.00%	70.00%	Phil	No data	No data	Psyc	82.30%	77.90%	Soci	87.40%	87.80%
	Fall Outcome Mastery	Spring Outcome Mastery																				
Econ	88%	87.3%																				
Govt	87.80%	83.3%																				
Hist	70.00%	70.00%																				
Phil	No data	No data																				
Psyc	82.30%	77.90%																				
Soci	87.40%	87.80%																				
<b>How your unit will use this data for improving results.</b>	Each department analyzed the results of their data independently. An explanation of each discipline's strengths, weaknesses, opportunities, and threats, as well as an improvement plan was provided.																					
<b>Does this year's data indicate changes or improvements from last year? Explain.</b>	Insufficient assessment was performed in the 2013-2014 school year, therefore it cannot be determined if changes or improvements were made in the 2014-2015 school year. As the assessment process improves, future data will indicate if improvements or changes are made. The data gathered for the 2014-2015 assessment reports will be compared to the data gathered for the 2015-2016 assessment reports, which will indicate if changes or improvements were made.																					
<b>Do you need assistance with identifying outcomes or gathering assessment data?</b>	No																					
<b>Is the plan outcomes based? (1st submission)</b>	Y																					

<b>Is the plan data driven? (1st submission)</b>	Y
<b>Is the plan ongoing and evolving? (1st submission)</b>	Y
<b>Are the results being used? (1st submission)</b>	Y
<b>Comment - 1st submission</b>	The outcomes from the different individuals need consistency as to what the outcomes are supposed to be. Needs to be a better understanding of what is required. (Hagood)
<b>Updated</b>	Y
<b>Is the plan outcomes based? (2nd submission)</b>	Y
<b>Is the plan data driven? (2nd submission)</b>	P
<b>Is the plan ongoing and evolving? (2nd submission)</b>	Y
<b>Are the results being used? (2nd submission)</b>	Y
<b>Comment - Updated submission</b>	Updated (Donoho) Outcomes from ACGM data discussed but not provided. Training! (Wiegand) Discussed at 3/16/16 IE meeting. Social Science Division incorporated into the Libaral Arts Division.

<b>Timestamp</b>	1/26/2016
<b>Username</b>	terra.bartee@cisco.edu
<b>Submitted by</b>	Al Clausen
<b>Planning Unit</b>	<b>Social Science – Economics Dept</b>
<b>Outcomes</b>	<p>For Economics 2301 – For Principles of Macroeconomics the expected outcomes are described in the ACGM are as follows:</p> <p style="padding-left: 40px;">2. Identify the determinants of supply and demand; demonstrate the impact of shifts in both market supply and demand curves on equilibrium price and output.</p> <p style="padding-left: 40px;">5. Define money and the money supply; Describe the process of money creation by the banking system and the role of the central bank.</p> <p>For Economics 2302 - For Principles of Microeconomics the expected outcomes as described in the ACGM are as follows:</p> <p style="padding-left: 40px;">4. Calculate supply and demand elasticities, identify the determinants of price elasticity of demand and supply, and demonstrate the relationship between elasticity and total revenue.</p> <p style="padding-left: 40px;">6. Identify the four market structures by characteristics; calculate and graph the profit maximizing price and quantity in the output markets by use of the marginal analysis</p>
<b>Assess the extent to which the outcomes were achieved.</b>	<p>ECON 2301 – Principles of Macroeconomics ( 4 sections)</p> <p>&gt;Outcome 2 - Identify determinants of supply and demand; demonstrate the impact of shifts in both market supply and demand curves on equilibrium price and output.</p> <p>The number of students in the four sections tested answering question number 12 relating to outcome 2 increased from 16 on the pretest to 45 on the posttest thus demonstrating a mastery of this outcome.</p> <p>&gt;Outcome 5 - Define the money supply; describe the process of money creation by the banking system and the role of the central bank.</p> <p>The number of students in the four sections tested answering question number 16 relating to outcome 5 increased from 13 on the pretest to 46 on posttest, thus demonstrating a mastery of the outcome.</p>

	<p>ECON 2302 – Principles of Microeconomics (1 section)</p> <p>&gt;Outcome 4 - Calculate supply and demand elasticities, identify the determinants of price elasticity of demand and supply, and demonstrate the relationship between elasticity and total revenue.</p> <p>The number of students in the section tested answering question 8 relating To outcome 4 correctly increased from 1 on the pretest to 7 on the posttest, thus demonstrating a mastery of the outcome.</p> <p>&gt;Outcome 6 - Identify the four market structures by characteristics; calculate and graph profit maximizing price and quantity in the output market using marginal analysis.</p> <p>The number of students in the section tested answering question number 22 relating to Outcome 6 increased from 0 on the pretest to 7 on the posttest, thus demonstrating mastery of the outcome.</p>
<b>Data</b>	<p>ECON 2301 Outcome 4</p> <p>ECON 2301.51    17 students #correct Pre. = 6 #correct Post= 15 ECON 2301.52    5 students #correct Pre.= 2 #correct Post= 5 students #correct Pre.= 10 #correct Post= 21 students #correct Pre.= 6 #correct Post= 16</p> <p>ECON 2301 E1    24 ECON 2301.81    18</p> <p>Outcome 6</p> <p>students #correct Pre.= 6 #correct Post= 16 5 students #correct Pre.= 3 #correct Post= 5 students #correct Pre.= 7 #correct Post= 21 students #correct Pre.= 5 #correct Post = 17</p> <p>ECON 2301.51    17 ECON 2301.52    5 ECON 2301 E1    24 ECON 2301.81    18</p> <p>ECON 2302 Outcome 4</p> <p>ECON 2302.52    8 students #correct Pre.= 1 #correct Post = 7</p> <p>Outcome 6</p> <p>ECON 2302.52    8</p>

	students      #correct Pre.= 0 #correct Post = 7
<b>How your unit will use this data for improving results.</b>	Emphasis will continue in these areas of the economic study. In the future, additional outcomes will be assessed to eventually include all of the outcomes relevant to the ECON 2301 and ECON 2302 courses.
<b>Does this year's data indicate changes or improvements from last year? Explain.</b>	Insufficient data was collected last year to allow for an analysis of changes or improvements
<b>Do you need assistance with identifying outcomes or gathering assessment data?</b>	No
<b>Is the plan outcomes based? (1st submission)</b>	Y
<b>Is the plan data driven? (1st submission)</b>	Y
<b>Is the plan ongoing and evolving? (1st submission)</b>	Y
<b>Are the results being used? (1st submission)</b>	Y
<b>Comment - 1st submission</b>	Outcomes need better identification. Can't tell if process ongoing and evolving. Better understanding of what is required. (Hagood)
<b>Updated</b>	Y
<b>Is the plan outcomes based? (2nd submission)</b>	Y
<b>Is the plan data driven? (2nd submission)</b>	N
<b>Is the plan ongoing and evolving? (2nd submission)</b>	N
<b>Are the results being used? (2nd submission)</b>	N

<b>Comment - Updated submission</b>	Updated (Donoho) 1. Pre/post data not analyzed. Need mastery def. or benchmark. 2) No action or plan identified to improve pre/post results. (Hicks) Discussed at 3/16/16 IE meeting
-------------------------------------	--

<b>Timestamp</b>	1/22/2016
<b>Username</b>	alicia.andreatta@cisco.edu
<b>Submitted by</b>	Alicia Andreatta
<b>Planning Unit</b>	<b>Social Science – Government Dept-Andreatta</b>
<b>Outcomes</b>	<p>The Learning Outcomes that were evaluated for my Fall 2015-Spring 2015 Federal and Texas government courses were the following:</p> <p>Federal Govt Outcomes (2305)  Upon successful completion of this course, students will:</p> <ul style="list-style-type: none"> <li>4. Demonstrate knowledge of the legislative, executive, and judicial branches of the federal government.</li> <li>5. Evaluate the role of public opinion, interest groups, and political parties in the political system.</li> <li>7. Describe the rights and responsibilities of citizens</li> <li>8. Analyze issues and policies in U.S. politics.</li> </ul> <p>Texas Govt Outcomes (2306)  Upon successful completion of this course, students will:</p> <ul style="list-style-type: none"> <li>4. Demonstrate knowledge of the legislative, executive, and judicial branches of Texas government.</li> <li>5. Evaluate the role of public opinion, interest groups, and political parties in Texas.</li> <li>7. Identify the rights and responsibilities of citizens.</li> <li>8. Analyze issues, policies and political culture of Texas</li> </ul>
<b>Assess the extent to which the outcomes were achieved.</b>	<p>Both Federal and Texas government courses used oral debates and a series of 'active learning' assignments, which are short answer questions throughout the course.</p> <p>Federal Govt (2305) and Texas Govt (2306)  Objectives 7 and 8 were measured by the debates that took place during class. Students chose a topic, from a list given by me, through democratic means, had a few days to allow for research, and then there was the in-class debate. Students were only allowed to use valid sources to back up their positions. This assessment also allowed me to tie in three state learning objectives: critical thinking, communication, and personal responsibility. Using debates, providing they are controlled, has been an excellent means of allowing students to both increase their understanding of the material and introduce them to other viewpoints.</p> <ul style="list-style-type: none"> <li>• Assessment for the debates was based on providing a set number of valid points (the number depended on the type of class-hybrid, traditional, online) and the ability to listen to the positions of others. An average grade of C or better counted as mastering this concept, since C is the standard for passing a course.</li> <li>• Number that mastered:</li> <li>o Fall 2014</li> </ul>

	<ul style="list-style-type: none"> <li>o Federal: 92%</li> <li>o Texas: 92%</li> <li>o Spring 2015</li> <li>o Federal: 88%</li> <li>o Texas: 90%</li> <li>• The two main reasons for not mastering these objectives: missing the debate and not scheduling an assignment make-up and not speaking during the debate.</li> </ul> <p>Objectives 4, 5, 7, and 8 were all measured by active learning questions that were asked throughout the semester. The questions varied and most pertained to the course material; however, some did not. A few questions had students examine their own lives, such as "what is the best way that you learn?" or "has anything that you have learned in class altered the way you view the government and/or politics?" Students are given a series of 3-4 questions and must answer them and turn them in during class. They are not allowed to use their phones or go do research; however, they are allowed to refer to their notes. These short answer assignments allow me to measure the following three state learning objectives: critical thinking, social responsibility (question dependent), and some communication.</p> <ul style="list-style-type: none"> <li>• Assessment for active learning assignments is based on through explanation of answering the questions. The student must be able to fully explain their thought process. There is no penalty for writing too much information, only too little. An average grade of C or better counted as mastering these concepts, since C is the standard for passing a course.</li> <li>• Number that mastered:</li> </ul> <ul style="list-style-type: none"> <li>o Fall 2014</li> <li>o Federal: 90%</li> <li>o Texas: 87%</li> <li>o Spring 2015</li> <li>o Federal: 85%</li> <li>o Texas: 86%</li> <li>• The main reason for not mastering these objectives was not completing or turning in the assignment and receiving a zero. There were only a few that had partial completion of the assignment.</li> </ul>
--	--

<b>Data</b>	<p>Federal Govt (2305) and Texas Govt (2306)</p> <p>For both Fall and Spring, I used the number of students that passed versus the number of students that did not. What the numbers do not take into account is there are some students that simply stopped coming to class and the drop date had passed; therefore, they ended up with a zero for missed assignments. This lowers the statistical average. A typical 1-3% margin of error should be allowed, both up and down when looking at any type of average to allow for any discrepancies that may occur. (Without trying to evaluate each grade in my grade book, this is the most effective way to keep account of validity.)</p> <p>Also, my online class does not have active learning assignments. My online class has a debate, but uses quizzes and exams for the rest of their quizzes. This is a problem from my side.</p>
-------------	--

<b>How your unit will use this data for improving results.</b>	<p>When my assignments are close to Spring Break and the Easter holiday, I notice a decline in completion. I think this has caused a decline in the grades, but not overall concept mastery. Overall, they are mastering the concepts, as the percentages are within mastery standards; however, once more outcomes are added to be measured it, is imperative that my percentages remain at the levels they are at.</p> <p>To improve assessment, I do need to make my methods easier to measure in more quantitatively; however, I am unsure how to best do this without reverting back to the pre and post test.</p> <p>I also need to tie specific questions to specific outcomes and not the entirety of the question set to the outcomes as a whole. Again, this will help measure assessment in more quantitative fashion.</p>
<b>Does this year's data indicate changes or improvements from last year? Explain.</b>	I did increase how much the debates and active learning assignments were in course evaluation points as I realized how much they truly evaluated the students' mastery of concepts. I also realized that I was able to tie in more objectives for the upcoming assessment season due to my two methods of assessment.
<b>Do you need assistance with identifying outcomes or gathering assessment data?</b>	Yes
<b>Is the plan outcomes based? (1st submission)</b>	
<b>Is the plan data driven? (1st submission)</b>	
<b>Is the plan ongoing and evolving? (1st submission)</b>	
<b>Are the results being used? (1st submission)</b>	
<b>Comment - 1st submission</b>	
<b>Updated</b>	Y
<b>Is the plan outcomes based? (2nd submission)</b>	Y
<b>Is the plan data</b>	N

driven? (2nd submission)	
Is the plan ongoing and evolving? (2nd submission)	N
Are the results being used? (2nd submission)	N
<b>Comment - Updated submission</b>	New submission (Donoho) Data driven - debate criteria/rubric? Student avg. per assign. Or category? # of assigns? 1) Percentages given undefined/unexplained. 2) Criteria or rubric would allow for more specific improvement plans (i.e. grades document what weaknesses?) 3) Plans should state what instructor will do in course and assignment material and/or scheduling to maintain success rates. (Hicks) Discussed at 3/16/16 IE meeting.

<b>Timestamp</b>	1/25/2016
<b>Username</b>	john.caraway@cisco.edu
<b>Submitted by</b>	John Caraway
<b>Planning Unit</b>	<b>Social Science – Government Dept-Caraway</b>
<b>Outcomes</b>	<p>As per the learning outcomes provided in the ACGM, upon successful completion of this course students will:</p> <p>Explain the origin and development of constitutional democracy in the United States.</p> <p>Demonstrate knowledge of the federal system.</p> <p>Describe separation of powers and checks and balances in both theory and practice.</p> <p>Demonstrate knowledge of the legislative, executive, and judicial branches of the federal government.</p> <p>Evaluate the role of public opinion, interest groups, and political parties in the political system.</p> <p>Analyze the election process.</p> <p>Describe the rights and responsibilities of citizens</p> <p>Analyze issues and policies in U.S. politics</p>
<b>Assess the extent to which the outcomes were achieved.</b>	The outcomes were assessed using a series of essays and exams.
<b>Data</b>	<a href="https://drive.google.com/open?id=0B5nADKcfRNaJU0xDaDVzTlIKYVRNSWiieWR3QWZUeU1iTm8w&amp;authuser=0">https://drive.google.com/open?id=0B5nADKcfRNaJU0xDaDVzTlIKYVRNSWiieWR3QWZUeU1iTm8w&amp;authuser=0</a>
<b>How your unit will use this data for improving results.</b>	I will work to streamline the essay writing process and make the essay topics more clear to students who are unfamiliar with the writing process and academic voice.
<b>Does this year's data indicate changes or improvements from last year? Explain.</b>	No, as this was the first time I have implemented the essays.
<b>Do you need assistance with identifying outcomes or gathering assessment data?</b>	No
<b>Is the plan outcomes based? (1st submission)</b>	Y
<b>Is the plan data driven? (1st</b>	P

<b>submission)</b>	
<b>Is the plan ongoing and evolving? (1st submission)</b>	Y
<b>Are the results being used? (1st submission)</b>	Y
<b>Comment - 1st submission</b>	Outcomes need to be consistent. Outcomes for Texas Government - reports don't match each other. Better understanding of what is required.
<b>Updated</b>	Y
<b>Is the plan outcomes based? (2nd submission)</b>	Y
<b>Is the plan data driven? (2nd submission)</b>	Y
<b>Is the plan ongoing and evolving? (2nd submission)</b>	Y
<b>Are the results being used? (2nd submission)</b>	Y
<b>Comment - Updated submission</b>	Updated (Donoho) Has much more detail this report. (Wiegand) Discussed at 3/16/16 IE meeting.

<b>Timestamp</b>	1/25/2016
<b>Username</b>	kathy.kennedy@cisco.edu
<b>Submitted by</b>	Kathy Kennedy
<b>Planning Unit</b>	<b>Social Science – Government Dept-Kennedy-1</b>
<b>Outcomes</b>	Analyze issues, policies and political culture of Texas.
<b>Assess the extent to which the outcomes were achieved.</b>	Students analyzed issues and policies in research papers as well as discussions.  Students were tested over the political culture of Texas.
<b>Data</b>	I only have the data that was originally turned in because I shredded the exams and papers thinking that I no longer needed them.
<b>How your unit will use this data for improving results.</b>	I am planning to use pre/post testing in the future to get more accurate data.
<b>Does this year's data indicate changes or improvements from last year? Explain.</b>	I assessed differently this year. I have nothing to compare.
<b>Do you need assistance with identifying outcomes or gathering assessment data?</b>	No
<b>Is the plan outcomes based? (1st submission)</b>	
<b>Is the plan data driven? (1st submission)</b>	
<b>Is the plan ongoing and evolving? (1st submission)</b>	
<b>Are the results being used? (1st submission)</b>	
<b>Comment - 1st submission</b>	Made 3 new submissions - 1/25/16, 1/26/16 & 1/28/16
<b>Updated</b>	Y

<b>Is the plan outcomes based? (2nd submission)</b>	Y
<b>Is the plan data driven? (2nd submission)</b>	P
<b>Is the plan ongoing and evolving? (2nd submission)</b>	Y
<b>Are the results being used? (2nd submission)</b>	Y
<b>Comment - Updated submission</b>	Percentages but not % of what provided. Extensive analysis and plan for improvement. (Wiegand)

<b>Timestamp</b>	1/26/2016
<b>Username</b>	kathy.kennedy@cisco.edu
<b>Submitted by</b>	Kathy Kennedy 2015FA
<b>Planning Unit</b>	<b>Social Science – Government Dept-Kennedy-2</b>
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>• Objective: Analyze the election process.</li> </ul>
<b>Assess the extent to which the outcomes were achieved.</b>	The outcome is tied to two questions concerning elections on the second exam in GOVT 2305.
<b>Data</b>	For some reason, my Mac is not allowing me to update this data; therefore, I am emailing it to my division chair.
<b>How your unit will use this data for improving results.</b>	Question 3 on the exam was something most students scored highly on. Question 4 related to elections; however, it was more of a historical question, and students did not respond as well. I believe it is important to have both types of questions on an exam. This is an indication that historical topics may need to be added to discussion forums so that students will be more familiar with historical questions in a government course.
<b>Does this year's data indicate changes or improvements from last year? Explain.</b>	No, because I have attempted some new things this year. Because of that, I cannot compare it to the previous year's data.
<b>Do you need assistance with identifying outcomes or gathering assessment data?</b>	
<b>Is the plan outcomes based? (1st submission)</b>	
<b>Is the plan data driven? (1st submission)</b>	
<b>Is the plan ongoing and evolving? (1st submission)</b>	
<b>Are the results being used? (1st submission)</b>	
<b>Comment - 1st submission</b>	Made 3 new submissions - 1/25/16, 1/26/16 & 1/28/16

<b>Updated</b>	Y
<b>Is the plan outcomes based? (2nd submission)</b>	Y
<b>Is the plan data driven? (2nd submission)</b>	P
<b>Is the plan ongoing and evolving? (2nd submission)</b>	Y
<b>Are the results being used? (2nd submission)</b>	Y
<b>Comment - Updated submission</b>	Percentages but not % of what provided. Extensive analysis and plan for improvement. (Wiegand)

<b>Timestamp</b>	1/28/2016
<b>Username</b>	kathy.kennedy@cisco.edu
<b>Submitted by</b>	Kathy Kennedy
<b>Planning Unit</b>	<b>Social Science – Government Dept-Kennedy-3</b>
<b>Outcomes</b>	<p>GOVT 2305:</p> <ol style="list-style-type: none"> <li>1) Explain the origin and development of constitutional democracy in the United States.</li> <li>2) Demonstrate knowledge of the federal system.</li> </ol> <p>GOVT 2306:</p> <ol style="list-style-type: none"> <li>1) Analyze issues, policies and political culture of Texas.</li> <li>2) Explain the origin and development of the Texas constitution</li> </ol> <p>HIST 1301:</p> <ol style="list-style-type: none"> <li>1) Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States history</li> </ol> <p>HIST 1302:</p> <ol style="list-style-type: none"> <li>1) Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States history</li> </ol>
<b>Assess the extent to which the outcomes were achieved.</b>	Overall, students achieved at least 80% of the expected outcome.
<b>Data</b>	I emailed the info to my division chair.
<b>How your unit will use this data for improving results.</b>	The numbers do not lie. There are indications that assignments should be focused on specific areas. Some questions, on the exam, appeared to be more clear than others.
<b>Does this year's data indicate changes or improvements from last year? Explain.</b>	I have attempted to broaden assessment this semester. Therefore, I have nothing to compare the data with from previous semesters.
<b>Do you need assistance with identifying outcomes or gathering assessment data?</b>	No
<b>Is the plan outcomes based? (1st submission)</b>	
<b>Is the plan data driven? (1st submission)</b>	

<b>Is the plan ongoing and evolving? (1st submission)</b>	
<b>Are the results being used? (1st submission)</b>	
<b>Comment - 1st submission</b>	Made 3 new submissions - 1/25/16, 1/26/16 & 1/28/16
<b>Updated</b>	Y
<b>Is the plan outcomes based? (2nd submission)</b>	Y
<b>Is the plan data driven? (2nd submission)</b>	P
<b>Is the plan ongoing and evolving? (2nd submission)</b>	Y
<b>Are the results being used? (2nd submission)</b>	Y
<b>Comment - Updated submission</b>	Percentages but not % of what provided. Extensive analysis and plan for improvement. (Wiegand) Discussed at 3/16/16 IE meeting.

<b>Timestamp</b>	1/25/2016
<b>Username</b>	david.trussell@cisco.edu
<b>Submitted by</b>	David Trussell
<b>Planning Unit</b>	<b>Social Science – Government Dept-Trussell</b>
<b>Outcomes</b>	<p>Learning Outcomes for Government 2305 (Federal Government):</p> <ol style="list-style-type: none"> <li>1. Explain the origin and development of constitutional democracy in the United States.</li> <li>2. Demonstrate knowledge of the federal system.</li> <li>3. Describe the separation of powers and checks and balances in both theory and practice.</li> <li>4. Demonstrate knowledge of the legislative, executive, and judicial branches of federal government</li> <li>5. Evaluate the role of public opinion, interest groups, and political parties in the political system.</li> <li>6. Analyze the election process</li> <li>7. Identify the rights and responsibilities of citizens</li> <li>8. Analyze issues and policies in U. S. politics</li> </ol> <p>Learning Outcomes for Government 2306: (Texas Government)</p> <ol style="list-style-type: none"> <li>1. Explain the origin and development of the Texas Constitution.</li> <li>2. Describe state and local political systems and their relationship with the federal government.</li> <li>3. Describe the separation of powers and checks and balances in both theory and practice in Texas.</li> <li>4. Demonstrate knowledge of the legislative, executive, and judicial branches of Texas government</li> <li>5. Evaluate the role of public opinion, interest groups, and political parties in Texas.</li> <li>6. Analyze the state and local election process</li> <li>7. Identify the rights and responsibilities of citizens</li> <li>8. Analyze issues, policies, and political culture of Texas.</li> </ol> <p>Core Objectives:</p> <p>Critical Thinking Skills      Communication Skills      Social Responsibility      Personal Responsibility</p>
<b>Assess the extent to which the outcomes were achieved.</b>	<p>Students completed writing assignments (critical thinking essay, expository essays, intercultural competence essay, civic engagement essay, and persuasive essays) and tests that measured the following learning outcomes and core objectives:</p> <ol style="list-style-type: none"> <li>1. Explain the origin and development of constitutional democracy in the United States and the Texas constitution</li> <li>2. Demonstrate knowledge of the federal system.</li> <li>3. Describe the separation of powers and checks and balances in both theory and practice.</li> </ol>

	<p>4. Demonstrate knowledge of the legislative, executive, and judicial branches of federal and Texas government</p> <p>5. Evaluate the role of public opinion, interest groups, and political parties in the political system.</p> <p>6. Analyze the election process</p> <p>7. Identify the rights and responsibilities of citizens</p> <p>8. Analyze issues and policies in U. S. politics</p> <p>Critical Thinking Essay and test questions measured their critical thinking skills</p> <p>Expository Essays measured their communication skills</p> <p>Intercultural Competence Essay and Civil Engagement Essay measured their social responsibility skills.</p> <p>Persuasive Essays measured their personal responsibility skills</p>
<b>Data</b>	<a href="https://drive.google.com/file/d/0BzSRL9ycA6jiS3I5cDV4Tm5BWDg/view?usp=sharing">https://drive.google.com/file/d/0BzSRL9ycA6jiS3I5cDV4Tm5BWDg/view?usp=sharing</a>
<b>How your unit will use this data for improving results.</b>	<p>Analysis of the data indicated fluctuation in the scores between classes in the critical thinking essays. Improvements in professor's instructions and student preparation is needed in the critical essay thinking essays to improve the scores in all classes. Continuation of writing skills session to improve the communication skills. I plan to use the data to expand intercultural competence and civic engagements to essays.</p> <p>Data from Assessment Report of Spring 2015 indicates a 49% increase (33% to 82%) in the Government 2305 (Federal Government) classes on the six questions from the two learning objectives from the Pretest to the Post Test.</p> <p>Data from Assessment Report of Spring 2015 indicates a 48% increase (27% to 75%) in the Government 2306 (Federal Government) classes on the six questions from the two learning objectives from the Pretest to the Post Test.</p> <p>Data will be used to improve the presentation of the material over the selected learning objectives to the students. Although the Government 2305 students and Government 2306 improved almost equally (49% to 48%), Government 2306 students, on average, scored 7 points below the Government 2305. Increased focus on improving teaching presentation on the learning objectives in Government 2306, such as more class discussion and review these topics.</p>
<b>Does this year's data indicate changes or improvements from last year? Explain.</b>	No data was analyzed for the 2013-2014 academic year
<b>Do you need</b>	

<b>assistance with identifying outcomes or gathering assessment data?</b>	
<b>Is the plan outcomes based? (1st submission)</b>	Y
<b>Is the plan data driven? (1st submission)</b>	P
<b>Is the plan ongoing and evolving? (1st submission)</b>	Y
<b>Are the results being used? (1st submission)</b>	Y
<b>Comment - 1st submission</b>	Outcomes need to be consistent. Outcomes for Texas Government - reports don't match each other. Better understanding of what is required. (Hagood)
<b>Updated</b>	Y
<b>Is the plan outcomes based? (2nd submission)</b>	Y
<b>Is the plan data driven? (2nd submission)</b>	Y
<b>Is the plan ongoing and evolving? (2nd submission)</b>	Y
<b>Are the results being used? (2nd submission)</b>	Y
<b>Comment - Updated submission</b>	Updated (Donoho) Has much more detail this report. (Wiegand) Discussed at 3/16/16 IE meeting.

<b>Timestamp</b>	1/27/2016
<b>Username</b>	clay.wiegand@cisco.edu
<b>Submitted by</b>	Clay Wiegand
<b>Planning Unit</b>	<b>Social Science – Government Dept-Wiegand</b>
<b>Outcomes</b>	<p>Core Objectives: there are four Core Objectives (CO) for Government 2305 Federal Government and Government 2306 Texas State &amp; Local Government:</p> <ol style="list-style-type: none"> <li>1. critical thinking skills – to include creative and/or innovative thinking, and/or inquiry, analysis, evaluation and synthesis of information;</li> <li>2. communication skills – to include effective development, interpretation and expression of ideas through written, oral or visual communication;</li> <li>3. social responsibility – to include intercultural competency, knowledge of civic responsibility and the ability to engage effectively in regional, national and global communities;</li> <li>4. personal responsibility – to include the ability to connect choices, actions and consequences to ethical decision-making.</li> </ol> <p>State Learning Outcomes (SLO) Government 2305 Federal Government</p> <ul style="list-style-type: none"> <li>• Course description: origin and development of the U. S. Constitution; structures and powers of the national government including the legislative, executive and judicial branches; federalism; political participation; the national election process; public policy; civil liberties and civil rights.</li> <li>• SLO's             <ol style="list-style-type: none"> <li>1. explain the origin and development of constitutional democracy in the United States;</li> <li>2. demonstrate knowledge of the federal system;</li> <li>3. describe separation of powers and checks and balances in both theory and practice;</li> <li>4. demonstrate knowledge of the legislative, executive and judicial branches of the federal government;</li> <li>5. evaluate the role of public opinion, interest groups and political parties in the political system;</li> <li>6. analyze the election process;</li> <li>7. describe the rights and responsibilities of citizens;</li> <li>8. analyze issues and policies in U. S. politics.</li> </ol> </li> </ul> <p>State Learning Outcomes (SLO) Government 2306 – Texas State and Local Government</p> <ul style="list-style-type: none"> <li>• Course description: origin and development of the Texas Constitution; structures and powers of state and local governments; federalism and inter-governmental relations; political participation; the election process, public policy; political culture of Texas.</li> <li>• SLO's             <ol style="list-style-type: none"> <li>1. explain the origin and development of the Texas Constitution;</li> </ol> </li> </ul>

	<p>2. describe state and local political systems and their relationship with the federal government;</p> <p>3. describe separation of powers and checks and balances in both theory and practice in Texas;</p> <p>4. demonstrate knowledge of the legislative, executive and judicial branches of Texas government;</p> <p>5. evaluate the role of public opinion, interest groups and political parties in the Texas political system;</p> <p>6. analyze the state and local election processes;</p> <p>7. identify the rights and responsibilities of citizens;</p> <p>8. analyze issues, policies and political culture of Texas.</p>
<b>Assess the extent to which the outcomes were achieved.</b>	<p>Rubrics for Assessment of CO's and SLO's</p> <p>The purposes of the rubrics: to assess and document student attainment of the state-mandated learning outcomes (SLO) as stated by the Texas Higher Education Coordinating Board (THECB) in the lower division Academic Course Guide Manual (ACGM) and achievement of the four applicable state-mandated core objectives (CO). The rubrics will be the basis for future actions to improve student learning and achievement of the CO's and SLO's. Each rubric includes definitions, framing language and assessment methods.</p> <p>Method of Assessment: Course Specific Pre and Post Exams</p> <p>Combined Critical Thinking and Student Learning Outcomes Assessment Rubric:</p> <p>The rubric will assess critical thinking skills and SLO's through the use of pre/post exams. Student are expected to demonstrate a basic understanding of the definitions and concepts presented in the course and, demonstrate the use of critical thinking skills by applying the use of generalized knowledge to an understanding of the prominent features of the political system.</p> <p>Prominent feature of the political system: fragmentation of power and authority.</p> <ul style="list-style-type: none"> <li>• Many prominent features of the political system fragment political power and authority, including separation of powers, federalism, the Electoral College and the make-up of Congress through winner-takes-all elections in single-member districts.</li> <li>• This fragmentation of power requires compromise for power to be used, encourages pluralism, decentralizes political parties and allows public policy to vary from place to place across the states and nation.</li> </ul> <p>Pre and Post Exams: The pre/post exams are designed to measure students' knowledge of the prominent features of the political system and students' development and use of critical thinking.</p> <p>Generally, critical thinking will be assessed by including "so what" questions; questions that include a relation between prominent and practical features of the political system and a subsequent consequence.</p>

	<p>Pre-tests are used to establish a baseline. The post-test is used to demonstrate increases in students' knowledge and the development of critical thinking.</p> <ul style="list-style-type: none"> <li>• Example Questions:</li> </ul> <ul style="list-style-type: none"> <li>○ What is one reason there is a two-party system and not a multi-party system?</li> <li>○ What is one reason considerable compromise is required to make a law?</li> <li>○ What is the basic argument of pluralism?</li> <li>○ What part of the 1st Amendment assures the organization of interest groups?</li> <li>○ What is one of the reasons for the high level of the expressions of diversity?</li> </ul>																																								
<b>Data</b>	<p>Page 2 of 2</p> <p>Assessment Pre/Post Test - Wiegand - Fall/Spring 2014-2015, Fall 2015</p> <table> <thead> <tr> <th>2014/2015 Objective</th> <th>Core Objective</th> <th>SLO's # Tested</th> <th>% Correct Core</th> </tr> <tr> <th></th> <th>% Correct SLO 2</th> <th>% Correct SLO 3</th> <th>% Correct SLO 4</th> </tr> </thead> <tbody> <tr> <td>Govt 2305 PreTest</td> <td>1</td> <td>2, 3, 4 167</td> <td>2% 14% 9% 8%</td> </tr> <tr> <td>Govt 2305 PostTest</td> <td>1</td> <td>2, 3, 4 144</td> <td>61% 81% 84% 82%</td> </tr> <tr> <td>Govt 2306 PreTest</td> <td>1</td> <td>2, 3, 4 122</td> <td>3% 6% 2% 5%</td> </tr> <tr> <td>Govt 2306 PostTest</td> <td>1</td> <td>2, 3, 4 94</td> <td>63% 87% 87% 90%</td> </tr> </tbody> </table> <p>Fall 2015</p> <table> <tbody> <tr> <td>Govt 2305 PreTest</td> <td>1</td> <td>2, 3, 4 76</td> <td>3% 4% 4% 5%</td> </tr> <tr> <td>Govt 2305 PostTest</td> <td>1</td> <td>2, 3, 4 64</td> <td>96% 97% 97% 96%</td> </tr> <tr> <td>Govt 2306 PreTest</td> <td>1</td> <td>2, 3, 4 83</td> <td>2% 4% 5% 4%</td> </tr> <tr> <td>Govt 2306 PostTest</td> <td>1</td> <td>2, 3, 4 65</td> <td>92% 98% 97% 97%</td> </tr> </tbody> </table>	2014/2015 Objective	Core Objective	SLO's # Tested	% Correct Core		% Correct SLO 2	% Correct SLO 3	% Correct SLO 4	Govt 2305 PreTest	1	2, 3, 4 167	2% 14% 9% 8%	Govt 2305 PostTest	1	2, 3, 4 144	61% 81% 84% 82%	Govt 2306 PreTest	1	2, 3, 4 122	3% 6% 2% 5%	Govt 2306 PostTest	1	2, 3, 4 94	63% 87% 87% 90%	Govt 2305 PreTest	1	2, 3, 4 76	3% 4% 4% 5%	Govt 2305 PostTest	1	2, 3, 4 64	96% 97% 97% 96%	Govt 2306 PreTest	1	2, 3, 4 83	2% 4% 5% 4%	Govt 2306 PostTest	1	2, 3, 4 65	92% 98% 97% 97%
2014/2015 Objective	Core Objective	SLO's # Tested	% Correct Core																																						
	% Correct SLO 2	% Correct SLO 3	% Correct SLO 4																																						
Govt 2305 PreTest	1	2, 3, 4 167	2% 14% 9% 8%																																						
Govt 2305 PostTest	1	2, 3, 4 144	61% 81% 84% 82%																																						
Govt 2306 PreTest	1	2, 3, 4 122	3% 6% 2% 5%																																						
Govt 2306 PostTest	1	2, 3, 4 94	63% 87% 87% 90%																																						
Govt 2305 PreTest	1	2, 3, 4 76	3% 4% 4% 5%																																						
Govt 2305 PostTest	1	2, 3, 4 64	96% 97% 97% 96%																																						
Govt 2306 PreTest	1	2, 3, 4 83	2% 4% 5% 4%																																						
Govt 2306 PostTest	1	2, 3, 4 65	92% 98% 97% 97%																																						
<b>How your unit will use this data for improving results.</b>	<p>Assessment of Core Objectives and Student Learning Outcomes page 1 of 2 Government 2305 Federal Government &amp; Government 2306 Texas Government Fall/Spring 2014-2015 through Fall 2015 Clay Wiegand</p> <p>Pre/post exam data from the 2014/2015 academic year revealed a significant percentage of students were not achieving the critical thinking core objective. Analysis of the data revealed a high level of achievement of</p>																																								

	<p>student learning outcomes. However, students were not relating their acquired knowledge to the prominent features of the political system. For example, students understood federalism but did not use that knowledge to conclude that, because there is a federal system, public policy will vary from place to place across the nation (see data below).</p> <p>To encourage students to organize and synthesize the factual knowledge, in addition to giving pre/post exams at the beginning and end of the course, pre/post exams with five “so what?” questions were given at the beginning and end of each content module. Also, students were encouraged ask the question “so what?” about each of the conclusions presented in each textbook chapter.</p> <p>The results are very positive (see data below). There were significant achievement increases in the critical thinking core objective. Achievement in student learning outcomes increased as well.</p> <p>This approach will be expanded to require students to answer a set of review questions for each textbook chapter and then answer the question “so what?” about sets of the answers to the review questions.</p>
<b>Does this year's data indicate changes or improvements from last year? Explain.</b>	Significant improvement. See data spreadsheet.
<b>Do you need assistance with identifying outcomes or gathering assessment data?</b>	No
<b>Is the plan outcomes based? (1st submission)</b>	Y
<b>Is the plan data driven? (1st submission)</b>	P
<b>Is the plan ongoing and evolving? (1st submission)</b>	Y
<b>Are the results being used? (1st submission)</b>	Y
<b>Comment - 1st submission</b>	Outcomes need to be consistent. Outcomes for Texas Government - reports don't match each other. Better understanding of what is required. (Hagood)
<b>Updated</b>	Y
<b>Is the plan outcomes based? (2nd</b>	<b>)</b>

<b>submission)</b>	
<b>Is the plan data driven? (2nd submission)</b>	Y
<b>Is the plan ongoing and evolving? (2nd submission)</b>	Y
<b>Are the results being used? (2nd submission)</b>	Y
<b>Comment - Updated submission</b>	Improved (Donoho) Included program SLO-not necessary (Wiegand) Discussed at 3/16/16 IE meeting.

<b>Timestamp</b>	1/27/2016
<b>Username</b>	duane.hale@cisco.edu
<b>Submitted by</b>	Duane Hale
<b>Planning Unit</b>	<b>Social Science – History Dept-Hale</b>
<b>Outcomes</b>	Oral History reports varied from three pages to over 30 pages. Each report represented one hour of interviewing with a senior citizen and each interview was transcribed into written form. This resulted in analyzing and critical thinking. The data was organized into central themes and written into an oral history report. All students participated, but the quality of the reports varied and were graded both on the content and the punctuation and neatness of the report.
<b>Assess the extent to which the outcomes were achieved.</b>	The outcome was achieved in many cases by doing a genealogical project based on their family history. These reports were placed in the Big Country Oral History Archive. A record of many people who otherwise would go unrecorded--people who are the backbone of this nation. Not only has the student been helped in learning how history is recorded, but valuable information about common people's lived has been preserved.  Outcome 5 mentioned in the 2015 Institutional Effectiveness Questionnaire has been accomplished in a limited sense-teaching punctuality, responsibility, and democracy.
<b>Data</b>	
<b>How your unit will use this data for improving results.</b>	The Pre-test and Post-Test also helped evaluate outcomes #1, !#2, #3, #4, and #5  Data for the Fall of 2015 Pre-Test and Post-Test: History 1302 Increased the Score from 35 average to 84 History 1301 Increased the Score from 38 average to 82. In 1302 the Questions rewritten were #1, #3, #7, and #19 so that the Fall 2015 scores saw 11, 12, 13, and 14 were missed the most. In 1301 the entire PreTest Post-Test was rewritten so that the most missed questions were #1, #5, #12, #15, and #17
<b>Does this year's data indicate changes or improvements from last year? Explain.</b>	Positive changes came in History 1302, but improvements need to be made in History 1301
<b>Do you need assistance with identifying outcomes or gathering assessment data?</b>	No
<b>Is the plan outcomes based? (1st submission)</b>	

<b>Is the plan data driven? (1st submission)</b>	
<b>Is the plan ongoing and evolving? (1st submission)</b>	
<b>Are the results being used? (1st submission)</b>	
<b>Comment - 1st submission</b>	
<b>Updated</b>	
<b>Is the plan outcomes based? (2nd submission)</b>	P
<b>Is the plan data driven? (2nd submission)</b>	P
<b>Is the plan ongoing and evolving? (2nd submission)</b>	P
<b>Are the results being used? (2nd submission)</b>	P
<b>Comment - Updated submission</b>	First submission on 4/23/15 was ok. Changed original outcome to results. (Donoho) Outcomes not clearly stated. Process & importance of purpose are stated. Pre-post for some outcomes.Criticism of pre-post questions provided. Training! (Wiegand)

<b>Timestamp</b>	1/25/2016
<b>Username</b>	john.caraway@cisco.edu
<b>Submitted by</b>	John Caraway
<b>Planning Unit</b>	<b>Social Science – History Dept-Caraway</b>
<b>Outcomes</b>	<p>As per the learning outcomes listed in the ACGM, upon successful completion of the course students will:</p> <ul style="list-style-type: none"> <li>--Create an argument through the use of historical evidence</li> <li>--Analyze and interpret primary and secondary sources</li> <li>--Analyze the effects of historical, social, political, economic, and global forces on this era of American History.</li> </ul>
<b>Assess the extent to which the outcomes were achieved.</b>	The outcomes listed above were assessed using a written book review assignment as well as a series of written essays through the course of the semester.
<b>Data</b>	<p><a href="https://drive.google.com/open?id=0B5nADKcfRNaJU0xDaDVzTlIKYVRNSWiieWR3QWZUeU1iTm8w&amp;authuser=0">https://drive.google.com/open?id=0B5nADKcfRNaJU0xDaDVzTlIKYVRNSWiieWR3QWZUeU1iTm8w&amp;authuser=0</a></p> <p><a href="https://drive.google.com/open?id=0B5nADKcfRNaJeUJNa2J6d1pNTIY4X0s1U2ZjV0k1MzNPbTBJ&amp;authuser=0">https://drive.google.com/open?id=0B5nADKcfRNaJeUJNa2J6d1pNTIY4X0s1U2ZjV0k1MzNPbTBJ&amp;authuser=0</a></p>
<b>How your unit will use this data for improving results.</b>	<p>Essays: In the future I will be switching from Turabian/Chicago citation to MLA style which should cut down on confusion and errors by the students. I will also provide more clear guidelines for the assignments.</p> <p>Book Review: I will require two full rough drafts in an effort to catch the format errors which so often affect the students scores.</p>
<b>Does this year's data indicate changes or improvements from last year? Explain.</b>	Fall 2014 was the first semester I have assigned the essays. In Fall 2014, the Book Review assignments seemed to improve overall and fewer students failed to submit a final draft.
<b>Do you need assistance with identifying outcomes or gathering assessment data?</b>	No
<b>Is the plan outcomes based? (1st submission)</b>	Y
<b>Is the plan data driven? (1st submission)</b>	P

<b>Is the plan ongoing and evolving? (1st submission)</b>	Y
<b>Are the results being used? (1st submission)</b>	Y
<b>Comment - 1st submission</b>	No comment (?)
<b>Updated</b>	Y
<b>Is the plan outcomes based? (2nd submission)</b>	Y
<b>Is the plan data driven? (2nd submission)</b>	Y
<b>Is the plan ongoing and evolving? (2nd submission)</b>	P
<b>Are the results being used? (2nd submission)</b>	Y
<b>Comment - Updated submission</b>	Outcomes updated (Donoho) New professor-no 2014-15 data. More detail of data & process (Wiegand) Discussed at 3/16/16 IE meeting.

<b>Timestamp</b>	4/17/2015
<b>Username</b>	kendall.harrison@cisco.edu
<b>Submitted by</b>	Kendall Harrison
<b>Planning Unit</b>	<b>Social Science – History Dept-Harrison</b>
<b>Outcomes</b>	<p>World Civilization 2322</p> <ol style="list-style-type: none"> <li>1. Create an argument through the use of historical evidence</li> <li>2. Analyze and interpret primary and secondary sources</li> <li>3. Analyze the effects of social , political, economic, cultural, and global forces on this period of World History</li> <li>4. Develop a critical view of the global past</li> <li>5. Understand the basic cultures of Europe, Asia, Pacific, Africa, and America; and understand the problem issues facing theses regions.</li> </ol>
<b>Assess the extent to which the outcomes were achieved.</b>	<p>My students were asked to complete an assignment that measures the following learning outcomes and core objectives:</p> <ol style="list-style-type: none"> <li>1. Analyze the effects of social , political, economic, cultural, and global forces on this period of World History</li> <li>2. Develop a critical view of the global past</li> <li>3. Understand the basic cultures of Europe, Asia, Pacific, Africa, and America; and understand the problem issues facing theses regions.</li> </ol> <p>A score above 70 indicates a success rate of 70% on the assignment. Out of 76 Dual Credit students, 67 passed with a 70% or higher on the first test and 73 passed with a 70% or higher on the second test. This means that 88% of the students were successful on the first test and 96% of the students were successful on the second test.</p>
<b>Data</b>	<a href="https://drive.google.com/file/d/0B4zZo52VrZF7XFRLU9CZIdSZGM/view?usp=sharing">https://drive.google.com/file/d/0B4zZo52VrZF7XFRLU9CZIdSZGM/view?usp=sharing</a>
<b>How your unit will use this data for improving results.</b>	This data was helpful in analyzing the various needs of my students. I teach in a high school classroom with high school students and have to be sensitive to schedules and activities. The high school environment is somewhat different than a college classroom and needs to be treated that way. By analyzing this data I was able to pinpoint which students need further instruction in certain areas. I plan on using this data to help my students that are struggling in various ways.
<b>Does this year's data indicate changes or improvements from last year? Explain.</b>	No data was analyzed for the 2013-2014 academic year.
<b>Do you need assistance with identifying outcomes or gathering assessment data?</b>	No

<b>Is the plan outcomes based? (1st submission)</b>	Y
<b>Is the plan data driven? (1st submission)</b>	Y
<b>Is the plan ongoing and evolving? (1st submission)</b>	Y
<b>Are the results being used? (1st submission)</b>	Y
<b>Comment - 1st submission</b>	No comments (Bell)
<b>Updated</b>	Y
<b>Is the plan outcomes based? (2nd submission)</b>	
<b>Is the plan data driven? (2nd submission)</b>	
<b>Is the plan ongoing and evolving? (2nd submission)</b>	
<b>Are the results being used? (2nd submission)</b>	
<b>Comment - Updated submission</b>	

<b>Timestamp</b>	4/16/2015
<b>Username</b>	jack.matthews@cisco.edu
<b>Submitted by</b>	Jack Matthews
<b>Planning Unit</b>	<b>Social Science – History Dept-Matthews</b>
<b>Outcomes</b>	<p>In Fall 2014, in my three courses in United States History 1301, I sought to determine a student's improvement relating to the following outcome as stated in my Syllabus:</p> <p>The student should be able: "To recognize and apply reasonable criteria for the acceptability of historical evidence and research."</p> <p>This was the one objective I sought to measure among four (4) objectives listed in my Syllabus for Fall 2014. I utilized a Pre and Post Test strategy. The test scores on the Post Test should be higher than on the Pre Test, implying a learned discernment of historical evidence that was reasonable and multi-sourced if possible.</p> <p>The Pre Test, Post Test is as follows:</p> <p>Question 1: From an historical viewpoint, which of the following examples best exemplifies change over a period of time?</p> <ul style="list-style-type: none"> <li>Tracing the fashion changes in clothing year by year from 1789 to 1860.</li> <li>Examining the concept of liberty in 1776 by the Founding Fathers.</li> <li>Reading The New York Times opinion page from 1900 to 1950.</li> <li>Contrasting the U.S. Congress in 1789 with the 2014 Congress.</li> </ul> <p>Question 2: The soundness (truthfulness, reliability) of an historical document is dependent upon</p> <ul style="list-style-type: none"> <li>corroborating evidence either in a document or testimony.</li> <li>revelatory truth.</li> <li>who wrote the document and when.</li> <li>the length of the document.</li> </ul> <p>Question 3: What documents and testimony would one use in writing the best and most accurate account of the Boston Massacre in 1770, the shooting of five colonials by British soldiers?</p> <ul style="list-style-type: none"> <li>Testimony by British soldiers and the mob outside the British barracks where the massacre occurred.</li> <li>Paul Revere's copper engraving of the massacre.</li> <li>Boston newspapers going back five years before the massacre.</li> <li>Testimony by British officers who observed the event.</li> </ul> <p>Question 4: The best evidence for the Continental Congress to authorize the writing of a Declaration of Independence is found in</p> <ul style="list-style-type: none"> <li>the minutes of the Continental Congress.</li> <li>Thomas Jefferson's diary and correspondence.</li> <li>Philadelphia newspapers printed in 1776.</li> <li>British Parliament's debates in 1776.</li> </ul>

	<p>Question 5: The best ensemble of evidence for understanding the causes of the War of the Rebellion (American Civil War) would come from a combination of</p> <ul style="list-style-type: none"> <li>Congressional debates, newspapers, letters and memoirs of the principals.</li> <li>memoirs of Confederate principals.</li> <li>memoirs of Confederate and Union principals.</li> <li>the papers of President Abraham Lincoln, Jefferson Davis, and Robert E. Lee.</li> </ul>
<b>Assess the extent to which the outcomes were achieved.</b>	<p>An overall improvement of test scores occurred. The students gained knowledge of what historical evidence is and how it can be applied to an event.</p> <p>I will drop the first question since it proved to be ambiguous.</p> <p>I achieved the outcome I wanted for my U.S. history classes. They became focused on the nature of evidence and not arguments by what one person said or wrote, or what the crowd thought true. Looking at the evidence was elevated to an important level.</p>
<b>Data</b>	<p>PRE TEST, POST TEST ANALYSIS  Cisco Junior College  J. Matthews, Ph.D.  Fall 2014</p> <p>Five questions at two points apiece=maximum ten points per student.  Fifty-eight (58) students tested, including three separate classes.  I have collapsed the three separate classes into one analysis.</p> <p>PRE TEST total score = 262  POST TEST total score = 310  PRE TEST MEAN = 4.51  POST TEST MEAN = 5.34  OVERALL PERCENTAGE INCREASE FROM PRE TO POST TEST = 17.47%</p> <p>[CLASS MEAN DIFFERENCES AND IMPROVEMENT:  CLASS 1            4.43 to 6.00  CLASS 2            4.66 to 5.00  CLASS 3            4.00 TO 4.40]</p>
<b>How your unit will use this data for improving results.</b>	<p>I may require a primary source book for students to have a variety of primary sources to consult and assist in developing critical skills.</p> <p>I will throw out the first question because it is ambiguous.</p>
<b>Does this year's data indicate changes or improvements from last year? Explain.</b>	<p>This is the first year I have used this method.</p>

<b>Do you need assistance with identifying outcomes or gathering assessment data?</b>	No
<b>Is the plan outcomes based? (1st submission)</b>	Y
<b>Is the plan data driven? (1st submission)</b>	P
<b>Is the plan ongoing and evolving? (1st submission)</b>	P
<b>Are the results being used? (1st submission)</b>	P
<b>Comment - 1st submission</b>	Outcomes needs to be better established. Needs to be better understanding of requirements. (Hagood)
<b>Updated</b>	N
<b>Is the plan outcomes based? (2nd submission)</b>	
<b>Is the plan data driven? (2nd submission)</b>	
<b>Is the plan ongoing and evolving? (2nd submission)</b>	
<b>Are the results being used? (2nd submission)</b>	
<b>Comment - Updated submission</b>	

<b>Timestamp</b>	1/25/2016
<b>Username</b>	john.caraway@cisco.edu
<b>Submitted by</b>	Curtis Tate
<b>Planning Unit</b>	<b>Social Science – History Dept-Tate</b>
<b>Outcomes</b>	Create an argument through the use of historical evidence. Analyze and interpret primary and secondary sources. Analyze the effects of historical, social, political, economic, and global forces upon this era of American History.
<b>Assess the extent to which the outcomes were achieved.</b>	The outcomes listed above were assessed through a series of in-class and take-home examinations and assignments. These assignments afforded the students an opportunity to examine primary and secondary sources including the Declaration of Independence, the U.S. Constitution, the Bill of Rights, and the assigned text.
<b>Data</b>	<a href="https://mail.google.com/mail/u/1/?ui=2&amp;ik=9253756f7c&amp;view=att&amp;th=14d0242b78d6f429&amp;attid=0.2&amp;disp=safe&amp;realattid=f_i91x30ag1&amp;zw">https://mail.google.com/mail/u/1/?ui=2&amp;ik=9253756f7c&amp;view=att&amp;th=14d0242b78d6f429&amp;attid=0.2&amp;disp=safe&amp;realattid=f_i91x30ag1&amp;zw</a>
<b>How your unit will use this data for improving results.</b>	Integrate essay and short answer questions into the exam format and encourage students not to skip the written portions of exam which they consistently do.
<b>Does this year's data indicate changes or improvements from last year? Explain.</b>	Students consistently do not turn in work and miss exam so I have begun dropping the lowest grade. This has improved outcomes for final grades.
<b>Do you need assistance with identifying outcomes or gathering assessment data?</b>	No
<b>Is the plan outcomes based? (1st submission)</b>	Y
<b>Is the plan data driven? (1st submission)</b>	P
<b>Is the plan ongoing and evolving? (1st submission)</b>	Y
<b>Are the results being used? (1st submission)</b>	Y

<b>Comment - 1st submission</b>	Outcomes need to be more consistent. Better understanding of what is required. (Hagood)
<b>Updated</b>	Y
<b>Is the plan outcomes based? (2nd submission)</b>	N
<b>Is the plan data driven? (2nd submission)</b>	P
<b>Is the plan ongoing and evolving? (2nd submission)</b>	P
<b>Are the results being used? (2nd submission)</b>	P
<b>Comment - Updated submission</b>	No changes made (Donoho) ACGM outcomes not stated. Methodology but no data (Wiegand)

<b>Timestamp</b>	1/14/2016
<b>Username</b>	karen.donoho@cisco.edu
<b>Submitted by</b>	Dusty (Blu) Cooksey
<b>Planning Unit</b>	<b>Social Science – Philosophy Dept-Cooksey</b>
<b>Outcomes</b>	PHIL 1301 Intro to Philosophy PHIL 2306 Intro to Ethics Having successfully completed the courses, the student will possess vocabulary sufficient to be conversive in matters regarding contemporary philosophy, be able to discuss major trends in the historical development of philosophy as an academic discipline, cogently identify significant persons in the formative evolution of philosophy, and be more critically astute as a thinker than when he/she entered the class.
<b>Assess the extent to which the outcomes were achieved.</b>	The unit's behavioral objectives were marginally achieved with a modicum of success. Pre-testing and post-testing analysis indicate an acceptable mastery rate of the straightforward factual data presented in the classes. The critical thinking component of the classes is assessed by having students evaluatively think through cases taken from the courts, the corporate world, and the political arena. In such cases, the students reflect on the cases to ascertain strengths and weaknesses of the verdicts reached, decisions made, and strategies adopted. No quantitative metric was used to evaluate the critical thinking component of the class; rather, the students were self-evaluated, pre-evaluated, and instructor-evaluated based on the following criteria: analysis, deductive reasoning, cogency, and argumentation. Class: PHIL 1301 - Appreciable Gain in Factual Knowledge - 56.25 increase (x) in Fall, Spring 2013/58.45 increase (x) in Fall, Spring 2014 Class: PHIL 2306 - Appreciable Gain in Factual Knowledge - 64.55 increase (x) in Fall, Spring 2013/61.10 increase (x) in Fall, Spring 2014. The above data is consistent (within the margin of error) for academic years 2007 through 2012, inclusive.
<b>Data</b>	The data indicates that the classes consistently improve the factual knowledge base of the students; yet there is no metric that reflects on data retention over a measured, specific time frame. What appears to be "knowledge gained" might simply reflect effective study habits and adequate test-taking ability. The data further indicates that the text book is user-friendly and the teaching style is reasonably effective. The biggest challenge with respect to the critical thinking component is that the students are ill-prepared when entering the class. While learning the factual data base is important, learning to think critically is more so important. Future classes will have a greater emphasis on learning to think well, rather than memorizing and regurgitating factual data. For the most part, the "metric" will be my evaluation of the students' ability to think critically at the end of the class as compared to the beginning of the class.
<b>How your unit will use this data for improving results.</b>	While it is being gathered and compiled, data for this year will not be processed until late summer. Historically, my data is for the academic year. Along with military intelligence, rehabilitative criminal justice, and bureaucratic efficiency, institutional effectiveness is one of the great

	oxymorons of our time. For example, all the ISDs in this area purport to be outstanding school systems, based on some governmental standard. It's just that their students can't write well, don't read well, and an't do math. So the metric being used for evaluation (standardized tests) is invalid.
<b>Does this year's data indicate changes or improvements from last year? Explain.</b>	No.
<b>Do you need assistance with identifying outcomes or gathering assessment data?</b>	No
<b>Is the plan outcomes based? (1st submission)</b>	Y
<b>Is the plan data driven? (1st submission)</b>	P
<b>Is the plan ongoing and evolving? (1st submission)</b>	P
<b>Are the results being used? (1st submission)</b>	P
<b>Comment - 1st submission</b>	Outcomes needs to be better established. Needs to be better understanding of requirements.
<b>Updated</b>	Y
<b>Is the plan outcomes based? (2nd submission)</b>	Y
<b>Is the plan data driven? (2nd submission)</b>	P
<b>Is the plan ongoing and evolving? (2nd submission)</b>	N
<b>Are the results being used? (2nd submission)</b>	N
<b>Comment - Updated</b>	No data provided - although discussed. Comments on necessity of IE.

**submission**

(Wiegand)

<b>Timestamp</b>	1/19/2016
<b>Username</b>	terra.bartee@cisco.edu
<b>Submitted by</b>	Terra Bartee
<b>Planning Unit</b>	<b>Social Science – Psychology Dept-Bartee</b>
<b>Outcomes</b>	<p>Psyc 2301</p> <p>1. Identify various research methods and their characteristics used in the scientific study of psychology.</p> <p>2. Describe the historical influences and early schools of thought that shaped the field of psychology.</p> <p>3. Describe some of the prominent perspectives and approaches used in the study of psychology.</p> <p>4. Use terminology unique to the study of psychology.</p> <p>5. Describe accepted approaches and standards in psychological assessment and evaluation.</p> <p>6. Identify factors in physiological and psychological processes involved in human behavior.</p> <p>Psyc 2314</p> <p>1. Describe the stages of the developing person at different periods of the life span from birth to death.</p> <p>2. Discuss the social, political, economic, and cultural forces that affect the development process of the individual.</p> <p>3. Identify factors of responsible personal behavior with regard to issues such as sexual activity, substance abuse, marriage and parenting.</p> <p>4. Explain the biosocial, cognitive and psychological influences throughout the lifespan as an ongoing set of processes, involving both continuity and change.</p>

	<p>5. Describe the different developmental perspectives of the major theories of development (i.e. cognitive, learning, humanistic and psychodynamic).</p> <p>6. Identify examples of some of the cultural and ethnic differences that influence development throughout the lifespan.</p> <p>7. Discuss the various causes or reasons for disturbances in the developmental process.</p> <p>Core Objectives</p> <p>Critical Thinking Skills</p> <p>Communication Skills</p> <p>Empirical and Quantitative Skills</p> <p>Teamwork</p> <p>Personal Responsibility</p>
<b>Assess the extent to which the outcomes were achieved.</b>	<p>My students were asked to complete an assignment that measures the following learning outcomes and core objectives:</p> <p>Identify various research methods and their characteristics used in the scientific study of psychology.</p> <p>Use terminology unique to the study of psychology.</p> <p>Describe accepted approaches and standards in psychological assessment and evaluation.</p> <p>Identify factors in physiological and psychological processes involved in human behavior.</p> <p>1. Describe the stages of the developing person at different periods of the life span from birth to death.</p> <p>2. Discuss the social, political, economic, and cultural forces that affect the development process of the individual.</p> <p>3. Identify factors of responsible personal behavior with regard to issues such as sexual activity, substance abuse, marriage and parenting.</p> <p>4. Explain the biosocial, cognitive and psychological influences throughout the lifespan as an</p>

	<p>ongoing set of processes, involving both continuity and change.</p> <p>5. Describe the different developmental perspectives of the major theories of development (i.e. cognitive, learning, humanistic and psychodynamic).</p> <p>6. Identify examples of some of the cultural and ethnic differences that influence development throughout the lifespan.</p> <p>7. Discuss the various causes or reasons for disturbances in the developmental process.</p> <p><b>Critical Thinking Skills</b> <b>Communication Skills</b> <b>Empirical and Quantitative Skills</b></p> <p>A score above 35 indicates a success rate of 75% on the assignment. This assignment was distributed twice in all sections of all of my courses during the Fall 2014 semesters. One hundred sixty-nine students scored above 35 on the first assignment while 173 students scored above 35 on the second assignment, which demonstrates 75.7% of students were at least 75% successful on the first assignment in fulfilling the above listed objectives and 77.5% of students were at least 75% successful on the second assignment. This assignment was distributed twice again in the Spring 2015 semester. One hundred forty-two students scored above 35 on the first assignment while one hundred thirty-three scored above 35 on the second assignment, which demonstrates 70% of students were at least 75% successful on the first assignment in fulfilling the above listed objectives and 65.8% of students were at least 75% successful on the second assignment.</p>																																																																																																																																																																																																						
<b>Data</b>	<table border="1"> <thead> <tr> <th colspan="11">Fall 2014</th> </tr> <tr> <th>Online</th> <th colspan="2">Cisco</th> <th>DC</th> <th colspan="2">DC</th> <th colspan="2">DC</th> <th colspan="3"></th> </tr> <tr> <th>DC</th> <th>DC</th> <th>DC</th> <th>DC</th> <th>DC</th> <th>DC</th> <th>DC</th> <th>DC</th> <th colspan="3"></th> </tr> </thead> <tbody> <tr> <td>DC</td> <td colspan="10">Lifespan</td> </tr> <tr> <td>Reaction1</td> <td>Reaction 2</td> <td>RA I</td> </tr> <tr> <td>Reaction 2</td> <td>Reaction1</td> <td>RA II</td> </tr> <tr> <td>Reaction 2</td> <td>Reaction1</td> <td></td> </tr> <tr> <td>RA II</td> <td>50</td> <td>50</td> <td></td> <td></td> <td>48</td> <td>50</td> <td>48</td> <td></td> <td></td> <td>48</td> </tr> <tr> <td></td> <td>49</td> <td>48</td> <td>46</td> <td>47</td> <td>47</td> <td>48</td> <td>45</td> <td>47.00%</td> <td></td> <td>40</td> </tr> <tr> <td></td> <td></td> <td></td> <td>50</td> <td>50</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td>47</td> <td>46</td> <td></td> <td>47</td> <td></td> <td>47</td> <td>50</td> <td>100%</td> <td>100%</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td>48</td> <td>48</td> <td>48</td> <td>38</td> <td>48</td> <td>50</td> <td>47</td> <td>40</td> </tr> <tr> <td></td> <td></td> <td></td> <td>45</td> <td>47</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td>47</td> <td>47</td> <td></td> <td>44</td> <td>0%</td> <td>100%</td> <td>47</td> <td>47</td> <td></td> <td></td> </tr> <tr> <td></td> <td>100%</td> <td>100%</td> <td></td> <td></td> <td>49</td> <td>49</td> <td></td> <td>47</td> <td>46</td> <td>49</td> </tr> <tr> <td></td> <td>0%</td> <td>0%</td> <td>50</td> <td>46</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td>50</td> <td>50</td> <td>50</td> <td>50</td> <td></td> <td>50</td> <td>50</td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td>50</td> <td>50</td> <td>50</td> <td>48</td> <td>49</td> <td>43</td> <td>35</td> <td>45</td> </tr> </tbody> </table>	Fall 2014											Online	Cisco		DC	DC		DC					DC				DC	Lifespan										Reaction1	Reaction 2	RA I	Reaction 2	Reaction1	RA II	Reaction 2	Reaction1		RA II	50	50			48	50	48			48		49	48	46	47	47	48	45	47.00%		40				50	50								47	46		47		47	50	100%	100%					48	48	48	38	48	50	47	40				45	47								47	47		44	0%	100%	47	47				100%	100%			49	49		47	46	49		0%	0%	50	46								50	50	50	50		50	50							50	50	50	48	49	43	35	45																															
Fall 2014																																																																																																																																																																																																							
Online	Cisco		DC	DC		DC																																																																																																																																																																																																	
DC	DC	DC	DC	DC	DC	DC	DC																																																																																																																																																																																																
DC	Lifespan																																																																																																																																																																																																						
Reaction1	Reaction 2	Reaction1	Reaction 2	Reaction1	Reaction 2	Reaction1	Reaction 2	Reaction1	Reaction 2	RA I																																																																																																																																																																																													
Reaction 2	Reaction1	Reaction 2	Reaction1	Reaction 2	Reaction1	Reaction 2	Reaction1	Reaction 2	Reaction1	RA II																																																																																																																																																																																													
Reaction 2	Reaction1	Reaction 2	Reaction1	Reaction 2	Reaction1	Reaction 2	Reaction1	Reaction 2	Reaction1																																																																																																																																																																																														
RA II	50	50			48	50	48			48																																																																																																																																																																																													
	49	48	46	47	47	48	45	47.00%		40																																																																																																																																																																																													
			50	50																																																																																																																																																																																																			
	47	46		47		47	50	100%	100%																																																																																																																																																																																														
			48	48	48	38	48	50	47	40																																																																																																																																																																																													
			45	47																																																																																																																																																																																																			
	47	47		44	0%	100%	47	47																																																																																																																																																																																															
	100%	100%			49	49		47	46	49																																																																																																																																																																																													
	0%	0%	50	46																																																																																																																																																																																																			
	50	50	50	50		50	50																																																																																																																																																																																																
			50	50	50	48	49	43	35	45																																																																																																																																																																																													

		47	47			48	50				
46	44	40	48	47	46	47	47	47	49		
		45	36								
45	44	33	26		49	48					
		39	43	48	47	46	47	46	49		
		46	46								
49	46	47	47	47	48	49	45		47	49	
		47	50								
48	49	50	50	46	47	44	46				
		47	42			41	48	46	46	47	
40	41			46	48	49	46	50			
								46	50		
				49		48					
				87.50%		75%	46	47	48		
				45		45		49	49		
46	47					46	47				
						34	48	46	47		
49	50	47	50								
		46	47		47	47	49	47	40		
		46	48						48		
50	50	46	46					46	50		
					47	47					
91%		45	43								
		50	50		48	47	91%	91%			
		46	46								
43	39	46	46		48	50					
43	41										
35	35	46	48								
		45									
		50	48								
49	49	44	44								
49	48										
43	44	47	47								
			35								
47		47	49								
		50	50								

	40	42	47	50
			41	38
	48	45		45
			46	49
	48	46		
			49	49
	49	49		
			44	45
	49	49		42
			50	50
				48
		44	46	50
				49
			43	50
				45
	46	43	50	50
			20	20
	48	48		
			48	47
			50	
		41	43	50
				49
			42	
				48
		48	39	
				86.60%
	41	46	45.63636364	80%
				44.89473684
	37	45	31.20%	50%
	47	50		
	49	48		

49 50

50 50

47

47 45

48 45

49 48

50 48

41 50

39 49

49 46

43

45

39 46

	48
	49
43	46
47	47
47	44
50	49
	26
	45
45	49
45	
44	44
46	43
50	47
49	47

		42									
	49	49									
	46	49									
	49	48									
	46	47									
	45	46									
	48										
	39										
	49	50									
	46.21875	45.70967742									
	77.70%	74%									
	Spring 2015										
	Online Lifespan	Cisco		Abilene			2nd 7 Weeks				
	Reaction1	Reaction 2		Reaction1		Reaction 2		Reaction1			
	Reaction 2	Reaction1		Reaction 2		RA I	RA II				
	50	50	50	50	50	50	50	50	50	50	
	46	42	48		50	46			50	50	
	49	50		49	48				46	46	
	42	47	49	49	49	49	46	49	49	50	
	46	46	50	49	45	48	47		50	50	
	46	47	48	49	46	49	48	45	46	47	
			48	44	48	47			49	50	
	47	46	48		49		48	49	49	49	
			46	35	43		50	49	30	30	
		39						48	49		

	50	50			47.666666667	48.14285714	48.166666667
	48.4	49	50				
	41		28	30	100%	77.70%	66.70%
							55.50%
		45				47	30
			40	43		45	48
	49	49	50	45		50	49
						48	35
	47	44				49	48
	50	49	50	50		49	44
	50	35	48	39		40	
	45	50				41	50
			49	49		44	48
	45	49	50	50		47	50
	42	42				49	50
	36						
	50	49		42			
	42			48		49	48
	46	45		49			
	41	44		50		45	
	48	47		50		20	20
	46	50				48	47
						50	49
	41			42			
	47	49					
	42		46.8	45.42105263			
	45.81481481	45.48					
			42.00%	55%			78%
	68.80%						
	46	39					
	48	47					
		44					
		47					
			41				
			47				
			49				
		46	49				
		49	48				
	31						
	49	45					
		45					
	46	45					
	45	45					
	41	46					
	48	47					

	47
	48 48
	48 49
	46 48
	44 47
	50 50
	48 49
	49 49
	49 50
	49 49
	50 50
	40
	46 45
	40 46
	41
	48 42
	44
	30 35
	39
	46 50
	50 49
	39
	50 48
	49 47
	50 49
	49 50
	46
	43
	45
	40 48
	47 45
	44 30
	44 49
	46
	47
	49 48
	46
	43 47
	48 48
	49 49
	44 48
	50 46
	47 46

	49      47 45      45 45      46  46      39 49 49      48 42      42 49      49
	49      48 48      49 50      50 48      50 43
	45.81318681    46.44444444
	69.50%        63.2
<b>How your unit will use this data for improving results.</b>	This data was helpful in analyzing the various needs of my students. I teach in a variety of locations utilizing a variety of methods. By analyzing this data I was able to pinpoint which students need further instruction in certain areas. I plan on using this data to cater to my various students' varying specific needs. Also, the Psychology Department is currently collaborating on revamping the assessment process to ensure that the outcomes are being measured accurately.
<b>Does this year's data indicate changes or improvements from last year? Explain.</b>	No data was analyzed for the 2013-2014 academic year.
<b>Do you need assistance with identifying outcomes or gathering assessment data?</b>	No
<b>Is the plan outcomes based? (1st submission)</b>	Y
<b>Is the plan data driven? (1st submission)</b>	Y

<b>Is the plan ongoing and evolving? (1st submission)</b>	Y
<b>Are the results being used? (1st submission)</b>	Y
<b>Comment - 1st submission</b>	The outcomes from the different individuals need consistency as to what the outcomes are supposed to be. Needs to be a better understanding of what is required. (Hagood)
<b>Updated</b>	Y
<b>Is the plan outcomes based? (2nd submission)</b>	Y
<b>Is the plan data driven? (2nd submission)</b>	P
<b>Is the plan ongoing and evolving? (2nd submission)</b>	Y
<b>Are the results being used? (2nd submission)</b>	Y
<b>Comment - Updated submission</b>	Updated (Donoho) Outcomes from ACGM data discussed but not provided. Training! (Wiegand) Discussed at 3/16/16 IE meeting. Social Science Division incorporated into the Libaral Arts Division.

<b>Timestamp</b>	1/26/2016
<b>Username</b>	robert.gates@cisco.edu
<b>Submitted by</b>	Robert Gates
<b>Planning Unit</b>	<b>Social Science – Psychology Dept-Gates</b>
<b>Outcomes</b>	<p>Psyc 2301, Psyc 2314, and Psyc 2319</p> <p>Upon successful completion of these courses, students will:</p> <ol style="list-style-type: none"> <li>1. Identify various research methods and their characteristics used in the scientific study of psychology.</li> <li>2. Describe the historical influences and early schools of thought that shaped the field of psychology.</li> <li>3. Describe some of the prominent perspectives and approaches used in the study of psychology.</li> <li>4. Use terminology unique to the study of psychology.</li> <li>5. Describe accepted approaches and standards in psychological assessment and evaluation.</li> <li>6. Identify factors in physiological and psychological processes involved in human behavior</li> </ol> <p>Core Objectives to be assessed in the Case Study Projects</p> <p>Critical Thinking Skills - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information</p> <p>Communication Skills - to include effective development, interpretation and expression of ideas through written, oral and visual communication</p> <p>Empirical and Quantitative Skills - to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions</p> <p>Personal Responsibility - to include the ability to connect choices, actions and consequences to ethical decision-making</p>
<b>Assess the extent to which the outcomes were achieved.</b>	<p>Unit outcomes assessed in the Case Study Projects</p> <ol style="list-style-type: none"> <li>1. Identify various research methods and their characteristics used in the scientific study of psychology.</li> <li>2. Describe the historical influences and early schools of thought that shaped the field of psychology.</li> <li>3. Describe some of the prominent perspectives and approaches used in the study of psychology.</li> <li>4. Use terminology unique to the study of psychology.</li> <li>5. Describe accepted approaches and standards in psychological assessment and evaluation.</li> <li>6. Identify factors in physiological and psychological processes involved in human behavior</li> </ol>

	<p>Core Objectives assessed in the Case Study Project for psych 2301, Psych 2314, Psyc 2319</p> <p>Critical Thinking Skills - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information</p> <p>Communication Skills - to include effective development, interpretation and expression of ideas through written, oral and visual communication</p> <p>Empirical and Quantitative Skills - to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions</p> <p>Personal Responsibility - to include the ability to connect choices, actions and consequences to ethical decision-making</p> <p>Fall 2014</p> <p>There were 15 acceptable case study projects (evaluation of 70% or better) of 17 submitted (88% acceptable rate).</p> <p>Spring 2015</p> <p>There were 7 acceptable case study projects (evaluation of 70% or better) of 8 submitted (88% acceptable rate).</p> <p>Fall 2015 - Lifespan - Base year for this course. 100% acceptable case studies.</p> <p>Fall 2015 - General Psychology - 12% increase in success rate to 100% acceptable case studies.</p>																																																									
Data	<p>Fall 2014</p> <p>PSYC-2301 02 141S Gen Psychology T R 11:10AM 12:35PM 08/25/2014 12/12/2014 SCHH10 GATES, BOB 3.00 25 17184</p> <table> <thead> <tr> <th>Student number</th> <th>Project</th> </tr> <tr> <th></th> <th>1st Draft</th> <th>2nd Draft</th> <th>Finalized</th> <th>Evaluation</th> </tr> </thead> <tbody> <tr> <td>1https://drive.google.com/a/cisco.edu/file/d/0B1RKCR13QQEPbUx0VkJHc1dZRVU/view?usp=sharing</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>https://drive...</td> <td>100</td> <td>78</td> <td>70</td> <td>80%</td> </tr> <tr> <td>number 2</td> <td>100</td> <td>80</td> <td>85</td> <td>88%</td> </tr> <tr> <td>number 3</td> <td>100</td> <td>88</td> <td>0</td> <td>63%</td> </tr> <tr> <td>number 4</td> <td>100</td> <td>92</td> <td>98</td> <td>97%</td> </tr> <tr> <td>number 5</td> <td>98</td> <td>95</td> <td>95</td> <td>96%</td> </tr> <tr> <td>number 6</td> <td>85</td> <td>50</td> <td>50</td> <td>62%</td> </tr> <tr> <td>number 7</td> <td>95</td> <td>100</td> <td>90</td> <td>95%</td> </tr> <tr> <td>number 8</td> <td>100</td> <td>85</td> <td>85</td> <td>90%</td> </tr> <tr> <td>number 9</td> <td>100</td> <td>88</td> <td>93</td> <td>94%</td> </tr> </tbody> </table>	Student number	Project		1st Draft	2nd Draft	Finalized	Evaluation	1https://drive.google.com/a/cisco.edu/file/d/0B1RKCR13QQEPbUx0VkJHc1dZRVU/view?usp=sharing					https://drive...	100	78	70	80%	number 2	100	80	85	88%	number 3	100	88	0	63%	number 4	100	92	98	97%	number 5	98	95	95	96%	number 6	85	50	50	62%	number 7	95	100	90	95%	number 8	100	85	85	90%	number 9	100	88	93	94%
Student number	Project																																																									
	1st Draft	2nd Draft	Finalized	Evaluation																																																						
1https://drive.google.com/a/cisco.edu/file/d/0B1RKCR13QQEPbUx0VkJHc1dZRVU/view?usp=sharing																																																										
https://drive...	100	78	70	80%																																																						
number 2	100	80	85	88%																																																						
number 3	100	88	0	63%																																																						
number 4	100	92	98	97%																																																						
number 5	98	95	95	96%																																																						
number 6	85	50	50	62%																																																						
number 7	95	100	90	95%																																																						
number 8	100	85	85	90%																																																						
number 9	100	88	93	94%																																																						

number 10	100	90	100	97%
number 11	100	96	96	97%
number 12	85	85	97	89%
number 13	100	90	100	97%
number 14		100	85	98
number 15		100	98	100
number 16	100	91	98	96%
number 17	100		70	85
				85%

Links to Case studies follow.

Note: Names in case studies are not real (by request).

[https://drive.google.com/file/d/0B1RKCRI3QQEPbUx0VkJHc1dZRVU/view?  
usp=sharing](https://drive.google.com/file/d/0B1RKCRI3QQEPbUx0VkJHc1dZRVU/view?usp=sharing)

[https://drive.google.com/file/d/0B1RKCRI3QQEPdVd1UVI4MzBFTmM/view?  
usp=sharing](https://drive.google.com/file/d/0B1RKCRI3QQEPdVd1UVI4MzBFTmM/view?usp=sharing)

[https://drive.google.com/file/d/0B1RKCRI3QQEPZzZnX3pmSIE4NkE/view?  
usp=sharing](https://drive.google.com/file/d/0B1RKCRI3QQEPZzZnX3pmSIE4NkE/view?usp=sharing)

[https://drive.google.com/file/d/0B1RKCRI3QQEPX2luMGRQWFJqRWc/view?  
usp=sharing](https://drive.google.com/file/d/0B1RKCRI3QQEPX2luMGRQWFJqRWc/view?usp=sharing)

[https://drive.google.com/file/d/0B1RKCRI3QQEPdU0ybIVTWE9HN3M/view?  
usp=sharing](https://drive.google.com/file/d/0B1RKCRI3QQEPdU0ybIVTWE9HN3M/view?usp=sharing)

[https://drive.google.com/file/d/0B1RKCRI3QQEPT0NtbjEyZnRLTUE/view?  
usp=sharing](https://drive.google.com/file/d/0B1RKCRI3QQEPT0NtbjEyZnRLTUE/view?usp=sharing)

[https://drive.google.com/file/d/0B1RKCRI3QQEPLWVVSjlZYIV1cnc/view?  
usp=sharing](https://drive.google.com/file/d/0B1RKCRI3QQEPLWVVSjlZYIV1cnc/view?usp=sharing)

[https://drive.google.com/file/d/0B1RKCRI3QQEPNGISak45U1FpRTQ/view?  
usp=sharing](https://drive.google.com/file/d/0B1RKCRI3QQEPNGISak45U1FpRTQ/view?usp=sharing)

[https://drive.google.com/file/d/0B1RKCRI3QQEPT3p5Q2JsekZMQ2s/view?  
usp=sharing](https://drive.google.com/file/d/0B1RKCRI3QQEPT3p5Q2JsekZMQ2s/view?usp=sharing)

[https://drive.google.com/file/d/0B1RKCRI3QQEPbXByd0pFWFh6Q2c/view?  
usp=sharing](https://drive.google.com/file/d/0B1RKCRI3QQEPbXByd0pFWFh6Q2c/view?usp=sharing)

[https://drive.google.com/file/d/0B1RKCRI3QQEPVFd4cFo0MkRYMUk/view?  
usp=sharing](https://drive.google.com/file/d/0B1RKCRI3QQEPVFd4cFo0MkRYMUk/view?usp=sharing)

[https://drive.google.com/file/d/0B1RKCRI3QQEPTERWZnNIMnNpWGs/view?  
usp=sharing](https://drive.google.com/file/d/0B1RKCRI3QQEPTERWZnNIMnNpWGs/view?usp=sharing)

[https://drive.google.com/file/d/0B1RKCRI3QQEPaG40bV9XWkZadk0/view?  
usp=sharing](https://drive.google.com/file/d/0B1RKCRI3QQEPaG40bV9XWkZadk0/view?usp=sharing)

[https://drive.google.com/file/d/0B1RKCRI3QQEPdndVejFRIhWMUU/view?  
usp=sharing](https://drive.google.com/file/d/0B1RKCRI3QQEPdndVejFRIhWMUU/view?usp=sharing)

<https://drive.google.com/file/d/0B1RKCRI3QQEPbGdrUmkxZIA3VVE/view?usp=sharing>

<https://drive.google.com/file/d/0B1RKCRI3QQEPVzQ2dTFabE9pNkU/view?usp=sharing>

<https://drive.google.com/file/d/0B1RKCRI3QQEPRWJwUGJkQmlqX1E/view?usp=sharing>

PSYC-2301 02 142S Gen Psychology T R 09:35AM 11:00AM 01/20/2015  
05/15/2015 SCHH10 GATES, BOB 3.00 25 3 17879

Spring 2015

	1st Draft	2nd	Finalized	Evaluation
number 1	100	94	100	98
number 2	100	70	90	87
number 3	0	0	0	0 No data file
number 4	100	92	100	97
number 5	100	70	90	87
number 6	100	90	100	97
number 7	100	75	95	90
number 8	95	90	85	90

Links to case studies follow.

<https://drive.google.com/file/d/0B1RKCRI3QQEPV0ZrYkxuamxTeHc/view?usp=sharing>

<https://drive.google.com/file/d/0B1RKCRI3QQEPWWtXMUZKU2RKY3c/view?usp=sharing>

<https://drive.google.com/file/d/0B1RKCRI3QQEPMTJmNmNUUm1kLXM/view?usp=sharing>

<https://drive.google.com/file/d/0B1RKCRI3QQEPU2dUeEI1UlhxVDA/view?usp=sharing>

<https://drive.google.com/file/d/0B1RKCRI3QQEPSWx2UndPRnRJWW8/view?usp=sharing>

<https://drive.google.com/file/d/0B1RKCRI3QQEPYnBCT2RrUWpyM0U/view?usp=sharing>

<https://drive.google.com/file/d/0B1RKCRI3QQEPWEIGSU11Q0g0eWc/view?usp=sharing>

PSYC-2314 02 151S Lifespan Grth & Dvlp T R 11:10AM 12:35PM  
08/24/2015 12/11/2015 SCHH10 GATES, BOB CISCO

Fall 2015

	1st Draft	2nd Draft	3rd Draft	Finalized
number 1	100	100	100	100
number 2	100	100	100	85
number 3	100	100	100	100
number 4	100	100	75	60

#### Final Project Grade

number 1	94
number 2	76
number 3	100
number 4	82

Links to case studies follow.

<https://drive.google.com/file/d/0B1RKCR13QQEPdlhEcmkzdTNsRVE/view?usp=sharing>

<https://drive.google.com/file/d/0B1RKCR13QQEPZTVrbXJOQXdlaDA/view?usp=sharing>

<https://drive.google.com/file/d/0B1RKCR13QQEPSVBEZFAzbFhiM1k/view?usp=sharing>

<https://drive.google.com/file/d/0B1RKCR13QQEPQmw3Unk1a0RGQUk/view?usp=sharing>

PSYC-2301 02 151S Gen Psychology T R 01:00PM 02:25PM  
 08/24/2015 12/11/2015 SCHH10 GATES, BOB 3.00 CISCO CAMPUS  
 18877

Fall 2015

	1st Draft	2nd Draft	Finalized
number 1	100	100	90
number 2	100	100	85
number 3	100	100	100
number 4	100	100	90
number 5	100	100	88
number 6	100	100	50
number 7	100	100	85

#### Final Project Grade

number 1	97
number 2	95
number 3	100
number 4	97
number 5	96
number 6	83

	<p>number 7                    95</p> <p>Links to case studies follow.</p> <p><a href="https://drive.google.com/file/d/0B1RKCRI3QQEPbnBKLTKeTU0bjA/view?usp=sharing">https://drive.google.com/file/d/0B1RKCRI3QQEPbnBKLTKeTU0bjA/view?usp=sharing</a></p> <p><a href="https://drive.google.com/file/d/0B1RKCRI3QQEPSWJ5R1hiSGk1dDA/view?usp=sharing">https://drive.google.com/file/d/0B1RKCRI3QQEPSWJ5R1hiSGk1dDA/view?usp=sharing</a></p> <p><a href="https://drive.google.com/file/d/0B1RKCRI3QQEPRI0cGFpQTZYN00/view?usp=sharing">https://drive.google.com/file/d/0B1RKCRI3QQEPRI0cGFpQTZYN00/view?usp=sharing</a></p> <p><a href="https://drive.google.com/file/d/0B1RKCRI3QQEPbkFDSm5kbXhDeEU/view?usp=sharing">https://drive.google.com/file/d/0B1RKCRI3QQEPbkFDSm5kbXhDeEU/view?usp=sharing</a></p> <p><a href="https://drive.google.com/file/d/0B1RKCRI3QQEPOXN4Y3dReW92T1E/view?usp=sharing">https://drive.google.com/file/d/0B1RKCRI3QQEPOXN4Y3dReW92T1E/view?usp=sharing</a></p> <p><a href="https://drive.google.com/file/d/0B1RKCRI3QQEPaTVtUkRObV8tdWs/view?usp=sharing">https://drive.google.com/file/d/0B1RKCRI3QQEPaTVtUkRObV8tdWs/view?usp=sharing</a></p> <p><a href="https://drive.google.com/file/d/0B1RKCRI3QQEPeGRyTU5aNzIIQ2s/view?usp=sharing">https://drive.google.com/file/d/0B1RKCRI3QQEPeGRyTU5aNzIIQ2s/view?usp=sharing</a></p>
<p><b>How your unit will use this data for improving results.</b></p>	<p>Fall 2014</p> <p>The overall evaluation of data (88% success in this case) reflects how well the students are doing in meeting the course objectives.</p> <p>Spring 2015</p> <p>The overall evaluation of data (88% success in this case) reflects how well the students are doing in meeting the course objectives.</p> <p>Fall 2015 - Lifespan</p> <p>The overall evaluation of data (100% success in this case) reflects how well the students are doing in meeting the course objectives.</p> <p>Fall 2015 - General Psychology</p> <p>The overall evaluation of data (100% success in this case) reflects how well the students are doing in meeting the course objectives.</p> <p>In detail:</p> <p>The case study uses two drafts &amp; a final posting, each draft is evaluated and individual feedback to the student is provided to exploit strengths, shore up weakness, capitalize on opportunities, and advert general threats.</p> <p>The feedback (project submission data) exploits strengths, shores up</p>

weakness, capitalizes on opportunities, and advertises general threats reflected in the data.

Exploitation methodology:

Project instructions for students are modified based upon the strengths evidenced in the final submissions. If a particular area is well attended to, the detailed instructions to the students are written with less detail, thus increasing the chances of more creative input and critical thinking in the project.

Project instructions for students are modified based upon the weaknesses evidenced in the project submissions. If a particular area is not attended to, the detailed instructions to the students are written with more detail, thus increasing the chances of more relevant input in the project.

Project instructions for students are modified to capitalize on opportunities, and advertises general threats reflected in the project submissions. If a particular area is not attended to, the detailed instructions to the students are written with more detail, thus increasing the chances of more relevant input in the project.

Example of final feedback to the student (also used to modify general instructions to all students):

"Ms. June Doe

Project final grade: 88

Project final submission: 85

Corrected all 2nd draft errors.

2nd test grade: 64

Project 2nd draft: 80

Midterm Letter Grade: C

Slide 5: following not listed

Slide 6: Where did the IQ come from? Cite sources!

Slide 7: Where did these results come from? Cite sources!

Slide 8-13: Where did these results come from? Cite sources!

Slide 14: not filled out

You need to expand your personal observation evaluation of Alexia in all areas.

Overall, you need to strengthen your evaluation of test results and your projection of the consequences inherent in the test results..

1st test grade: 75

	<p>Project 1st draft: 100 A very good start on the project. rcg"</p>
<b>Does this year's data indicate changes or improvements from last year? Explain.</b>	<p>Fall 2014 - General Psychology - Base year for this course. 88% acceptable case studies.</p> <p>Spring 2015 - General Psychology - 88% acceptable case studies - No change from base year - Exploitation methodology implemented.</p> <p>Fall 2015 - Lifespan - Base year for this course. 100% acceptable case studies.</p> <p>Fall 2015 - General Psychology - 12% increase in success rate to 100% acceptable case studies.</p>
<b>Do you need assistance with identifying outcomes or gathering assessment data?</b>	No
<b>Is the plan outcomes based? (1st submission)</b>	Y
<b>Is the plan data driven? (1st submission)</b>	Y
<b>Is the plan ongoing and evolving? (1st submission)</b>	Y
<b>Are the results being used? (1st submission)</b>	Y
<b>Comment - 1st submission</b>	No comment (?)
<b>Updated</b>	Y
<b>Is the plan outcomes based? (2nd submission)</b>	Y
<b>Is the plan data driven? (2nd submission)</b>	P
<b>Is the plan ongoing and evolving? (2nd</b>	N

submission)	
<b>Are the results being used? (2nd submission)</b>	N
<b>Comment - Updated submission</b>	Updated (Donoho) Percentages but not of what. No explanation of methodology. No statement about plan based on data. Training! (Wiegand) Discussed at 3/16/16 IE meeting.

<b>Timestamp</b>	1/19/2016
<b>Username</b>	jenny.peterson@cisco.edu
<b>Submitted by</b>	Jen Peterson
<b>Planning Unit</b>	<b>Social Science – Psychology Dept-Peterson</b>
<b>Outcomes</b>	<p>Based upon the specifics of the course being taught: The students will be able to:</p> <ol style="list-style-type: none"> <li>1. Describe the stages of the developing person at different periods of the life span from birth to death.</li> <li>2. Discuss the social, political, economic, and cultural forces that affect the development process of the individual.</li> <li>3. Identify factors of responsible personal behavior with regard to issues such as sexual activity, substance abuse, marriage and parenting.</li> <li>4. Explain the biosocial, cognitive and psychological influences throughout the lifespan as an ongoing set of processes, involving both continuity and change.</li> <li>5. Describe the different developmental perspectives of the major theories of development (i.e. cognitive, learning, humanistic and psychodynamic).</li> <li>6. Identify examples of some of the cultural and ethnic differences that influence development throughout the lifespan.</li> <li>7. Discuss the various causes or reasons for disturbances in the developmental process.</li> </ol>
<b>Assess the extent to which the outcomes were achieved.</b>	<p>Outcomes for this class are assessed by a variety of assignments including: two written research papers, a case study, a personal reflection paper, 5 exams, and 1 final cumulative exam.</p> <p>Students are asked to complete assignments that measures the following learning outcomes and core objectives:</p> <p>Use terminology unique to the study of psychology while describing varied and accepted approaches in psychological assessment, evaluation, and research. They are expected to identify factors in physiological and psychological processes involved in human behavior. Students will describe the stages of the developing person at different periods of the life span from birth to death as encouraged by the course textbook and instruction. The students' proficiency will be measured by numerous things. First, their understanding of the material will be assessed by their discussion of the social, political, economic, and cultural forces that affect the development process of the individual. Next, they will identify factors of responsible personal behavior with regard to issues such as sexual activity, substance abuse, marriage and parenting. Then, the students are expected to explain the biosocial, cognitive and psychological influences throughout the lifespan as an ongoing set of processes, involving both continuity, change, social influences, and cultural influences. They will describe the different developmental perspectives of the major theories of development (i.e. cognitive, learning, humanistic and psychodynamic). Finally, they are expected to knowingly discuss the various causes or reasons for disturbances in the developmental processes.</p> <p>The students will showcase high measures of critical thinking skills, empirical skills, quantitative and qualitative skills, and communication skills (written, free thought, and discussion).</p> <p>Written assignments and quizzes are assigned numerous times throughout the semester, with most of the learning outcomes being displayed in the written assignments, which occur twice over the semester. A score above 35</p>

	(out of 50) indicates a success rate of 75% on the written assignment. For the most recent semester (Fall 2015), 32 students out of 38 scored higher than 75% on the first assignment and 34 out of 38 students scored above a 75% on the second assignment. There was an increase in successful submissions for the written assignments resulting in a higher class average, showcasing the increase in learning outcomes and writing ability.
<b>Data</b>	Data is for the class is assessed using the Canvas online instructional system. Grades are calculated and inputted. Statistical evaluations are examined for student progress, success, and problem areas. The link to the most recent data collection from Fall 2015 semester is listed. <a href="https://drive.google.com/a/cisco.edu/file/d/0BzGL4VHoDF1CcXBxVjlfS2VrcFk/view?usp=sharing">https://drive.google.com/a/cisco.edu/file/d/0BzGL4VHoDF1CcXBxVjlfS2VrcFk/view?usp=sharing</a>
<b>How your unit will use this data for improving results.</b>	An assessment of proper assignments, textbook, interaction, and active involvement with students will adjust as needed based upon student's rates of course completion and grade averages.
<b>Does this year's data indicate changes or improvements from last year? Explain.</b>	Based upon class data from this semester (Fall 2015) to last semester (Spring 2015). Student success has increased or remained the same based upon class GPA. This could be due to a number of reasons including: variety of students, better explanation, better interaction and collaborative learning, and finally experience of instructor. Overall, the majority of students pass the course with a 75% grade or higher, with only a few receiving a lesser grade or not completing the course due to personal reasons or discontinuing their pursuit of the course.
<b>Do you need assistance with identifying outcomes or gathering assessment data?</b>	No
<b>Is the plan outcomes based? (1st submission)</b>	Y
<b>Is the plan data driven? (1st submission)</b>	Y
<b>Is the plan ongoing and evolving? (1st submission)</b>	Y
<b>Are the results being used? (1st submission)</b>	Y
<b>Comment - 1st submission</b>	Reviewer comments not received.

<b>Updated</b>	Y
<b>Is the plan outcomes based? (2nd submission)</b>	
<b>Is the plan data driven? (2nd submission)</b>	
<b>Is the plan ongoing and evolving? (2nd submission)</b>	
<b>Are the results being used? (2nd submission)</b>	
<b>Comment - Updated submission</b>	Updated (Donoho) Discussed at 3/16/16 IE meeting.

<b>Timestamp</b>	4/30/2015
<b>Username</b>	kathie.wright@cisco.edu
<b>Submitted by</b>	Kathie Wright
<b>Planning Unit</b>	<b>Social Science – Psychology Dept-Wright</b>
<b>Outcomes</b>	<p>The Learning Outcomes expected for my psychology classes which are the focus for this semester follow:</p> <p>For Lifespan Growth and Development (PSYC 2314), the targeted objectives are, as listed in the Texas Academic Course Guide Manual (ACGM):</p> <ul style="list-style-type: none"> <li>2. Discuss the social, political, economic, and cultural forces that affect the development process of the individual.</li> <li>6. Identify examples of some of the cultural and ethnic differences that influence development throughout the lifespan.</li> </ul> <p>For General Psychology (PSYC 2301), the targeted objectives are, as listed in the Texas Academic Course Guide Manual (ACGM):</p> <ul style="list-style-type: none"> <li>1. Identify various research methods and their characteristics used in the scientific study of psychology.</li> <li>3. Describe some of the prominent perspectives and approaches used in the study of psychology.</li> <li>4. Use terminology unique to the study of psychology.</li> </ul>
<b>Assess the extent to which the outcomes were achieved.</b>	<p>For the three Lifespan Growth and Development Class sections (PSYC 2314):</p> <p>Regarding objective 2: The number of students mastering this concept, as measured by answering correctly on a post-course assessment was evident. In all three Lifespan Growth and Development classes, the number of students answering correctly increased from pre- to post-testing. In a class of 17 students, upon pre-test, 7 answered correctly, while at post-test, 17 answered correctly. In a class of 16 students, upon pre-test, 6 answered correctly, while at post-test, 16 answered correctly. In a class of 23 students, upon pre-test, 12 answered correctly, while at post-test, 23 answered correctly.</p> <p>Regarding objective 6: The number of students mastering this concept, as measured by answering correctly on a post-course assessment was evident. In all three Lifespan Growth and Development classes, the number of students answering correctly increased from pre- to post-testing. In a class of 17 students, upon pre-test, 13 answered correctly, while at post-test, 16 answered correctly. In a class of 16 students, upon pre-test, 13 answered correctly, while at post-test, 15 answered correctly. In a class of 23 students, upon pre-test, 15 answered correctly, while at post-test, 22 answered correctly.</p> <p>For the two General Psychology Class sections (PSYC 2301):</p> <p>Regarding objective 1: The number of students mastering this concept, as measured by answering correctly on a post-course assessment was evident. In both General Psychology classes, the number of students answering correctly increased from pre- to post-testing. In a class of 19</p>

	<p>students, upon pre-test, 6 answered correctly, while at post-test, 19 answered correctly. In a class of 29 students, upon pre-test, 12 answered correctly, while at post-test, 24 answered correctly.</p> <p>Regarding objective 3: The number of students mastering this concept, as measured by answering correctly on a post-course assessment was evident. In both General Psychology classes, the number of students answering correctly increased from pre- to post-testing. In a class of 19 students, upon pre-test, 13 answered correctly, while at post-test, 18 answered correctly. In a class of 29 students, upon pre-test, 17 answered correctly, while at post-test, 28 answered correctly.</p> <p>Regarding objective 4: The number of students mastering this concept, as measured by answering correctly on a post-course assessment was evident. In both General Psychology classes, the number of students answering correctly increased from pre- to post-testing. In a class of 19 students, upon pre-test, 5 answered correctly, while at post-test, 15 answered correctly. In a class of 29 students, upon pre-test, 11 answered correctly, while at post-test, 23 answered correctly.</p> <p>Overall, students achieved the learning outcomes identified as targets for these courses, as evident in the significant increase in the number of students who were able to reason accurately, passing the question on the post-test that assessed each learning outcome.</p>
--	--

Data	<p>The data:</p> <p>Obj.= the objective, or learning outcome, being assessed      Qu.= the question on the pre- and post-test measuring this outcome      #stu = the number of students tested      Pre = the number of students answering correctly at pre-test      Post = the number of students answering correctly at post-test</p> <p>Lifespan Growth and Development Data:</p> <table> <thead> <tr> <th></th><th>Obj</th><th>Qu</th><th>#stu.</th><th>Pre</th><th>Post</th><th>Obj</th><th>Qu</th><th>#stu.</th><th>Pre</th><th>Post</th></tr> </thead> <tbody> <tr> <td>Psyc 2314.50</td><td>2</td><td>12</td><td>17</td><td>7</td><td>17</td><td>6</td><td>22</td><td>17</td><td>17</td><td>13</td></tr> <tr> <td></td><td>16</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr> <td>Psyc 2314.52</td><td>2</td><td>12</td><td>16</td><td>6</td><td>16</td><td>6</td><td>22</td><td>16</td><td>16</td><td>13</td></tr> <tr> <td></td><td>15</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr> <td>Psyc 2314.55</td><td>2</td><td>12</td><td>23</td><td>12</td><td>23</td><td>6</td><td>22</td><td>23</td><td>23</td><td>15</td></tr> <tr> <td></td><td>22</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr> <td>Total</td><td>N/A</td><td>N/A</td><td>56</td><td>25</td><td>56</td><td>N/A</td><td>N/A</td><td>56</td><td>41</td><td>53</td></tr> </tbody> </table> <p>General Psychology Data:</p> <table> <thead> <tr> <th></th><th>Obj</th><th>Qu</th><th>#stu.</th><th>Pre</th><th>Post</th></tr> </thead> <tbody> <tr> <td>Psyc 2301.51</td><td>1</td><td>7</td><td>19</td><td>6</td><td>19</td></tr> <tr> <td>Psyc 2301.52</td><td>1</td><td>7</td><td>29</td><td>12</td><td>24</td></tr> <tr> <td>Total</td><td>N/A</td><td>N/A</td><td>48</td><td>18</td><td>43</td></tr> </tbody> </table> <table> <thead> <tr> <th></th><th>Obj</th><th>Qu</th><th>#stu.</th><th>Pre</th><th>Post</th></tr> </thead> <tbody> <tr> <td>Psyc 2301.51</td><td>4</td><td>14</td><td>19</td><td>5</td><td>15</td></tr> <tr> <td>Psyc 2301.52</td><td>4</td><td>14</td><td>29</td><td>11</td><td>23</td></tr> <tr> <td>Total</td><td>N/A</td><td>N/A</td><td>48</td><td>16</td><td>38</td></tr> </tbody> </table>		Obj	Qu	#stu.	Pre	Post	Obj	Qu	#stu.	Pre	Post	Psyc 2314.50	2	12	17	7	17	6	22	17	17	13		16										Psyc 2314.52	2	12	16	6	16	6	22	16	16	13		15										Psyc 2314.55	2	12	23	12	23	6	22	23	23	15		22										Total	N/A	N/A	56	25	56	N/A	N/A	56	41	53		Obj	Qu	#stu.	Pre	Post	Psyc 2301.51	1	7	19	6	19	Psyc 2301.52	1	7	29	12	24	Total	N/A	N/A	48	18	43		Obj	Qu	#stu.	Pre	Post	Psyc 2301.51	4	14	19	5	15	Psyc 2301.52	4	14	29	11	23	Total	N/A	N/A	48	16	38
	Obj	Qu	#stu.	Pre	Post	Obj	Qu	#stu.	Pre	Post																																																																																																																															
Psyc 2314.50	2	12	17	7	17	6	22	17	17	13																																																																																																																															
	16																																																																																																																																								
Psyc 2314.52	2	12	16	6	16	6	22	16	16	13																																																																																																																															
	15																																																																																																																																								
Psyc 2314.55	2	12	23	12	23	6	22	23	23	15																																																																																																																															
	22																																																																																																																																								
Total	N/A	N/A	56	25	56	N/A	N/A	56	41	53																																																																																																																															
	Obj	Qu	#stu.	Pre	Post																																																																																																																																				
Psyc 2301.51	1	7	19	6	19																																																																																																																																				
Psyc 2301.52	1	7	29	12	24																																																																																																																																				
Total	N/A	N/A	48	18	43																																																																																																																																				
	Obj	Qu	#stu.	Pre	Post																																																																																																																																				
Psyc 2301.51	4	14	19	5	15																																																																																																																																				
Psyc 2301.52	4	14	29	11	23																																																																																																																																				
Total	N/A	N/A	48	16	38																																																																																																																																				

	Obj	Qu	#stu.	Pre	Post
Psyc 2301.51	3	23	19	13	18
Psyc 2301.52	3	23	29	17	28
Total	N/A	N/A	48	30	46
<b>How your unit will use this data for improving results.</b>	Within these psychology classes, the professor will continue to emphasize these areas of knowledge and will continue to use the effective teaching methods which are currently producing results. In addition, as these findings have been consistent over the past three years, a new area of assessment will be added, to now target a wider range of learning outcomes. In future semesters, culminating projects will be used as measures of additional outcomes to be targeted.				
<b>Does this year's data indicate changes or improvements from last year? Explain.</b>	Last year and this year, results have consistently shown that students are learning the targeted objectives, as measured by pre- and post-test answers to questions addressing these targeted objectives.				
<b>Do you need assistance with identifying outcomes or gathering assessment data?</b>					
<b>Is the plan outcomes based? (1st submission)</b>	Y				
<b>Is the plan data driven? (1st submission)</b>	Y				
<b>Is the plan ongoing and evolving? (1st submission)</b>	P				
<b>Are the results being used? (1st submission)</b>	Y				
<b>Comment - 1st submission</b>	Outcomes need to be consistent. Outcomes for Texas Government - reports don't match each other. Better understanding of what is required. (Hagood)				
<b>Updated</b>	Y				
<b>Is the plan outcomes based? (2nd submission)</b>					
<b>Is the plan data driven? (2nd submission)</b>					

<b>Is the plan ongoing and evolving? (2nd submission)</b>	
<b>Are the results being used? (2nd submission)</b>	
<b>Comment - Updated submission</b>	

<b>Timestamp</b>	1/27/2016
<b>Username</b>	jennifer.shoemake@cisco.edu
<b>Submitted by</b>	Jennifer Shoemake
<b>Planning Unit</b>	<b>Social Science – Sociology Dept-Shoemake</b>
<b>Outcomes</b>	<p>SOC 1301 Introduction to Sociology</p> <p>A. Compare and contrast the basic theoretical perspectives of Sociology.</p> <p>B. Identify the various methodological approaches to the collection and analysis of data in Sociology.</p> <p>C. Describe key concepts in Sociology.</p> <p>D. Explain the links between individual experiences and broader institutional forces.</p> <p>SOC 1306 Social Problems</p> <p>A. Describe how the sociological imagination can be used to explain the emergence and implications of contemporary social problems.</p> <p>B. Explain the nature of social problems from at least one sociological perspective, e.g., critical, functional, interpretive, etc.</p> <p>C. Identify multidimensional aspects of social problems including the global, political, economic, and cultural dimensions of social problems.</p> <p>D. Discuss how solutions to social problems are often contentious due to diverse values in society.</p>
<b>Assess the extent to which the outcomes were achieved.</b>	<p>SOC 1301 Introduction to Sociology</p> <p>A. Students were provided information, then tested on their comprehension of the basic theoretical principles within Sociology including Functional Theory, Conflict Theory, and Symbolic Interaction Theory. An average passing grade (70 or higher) was received on the examination covering these principles.</p> <p>B. Chapter 2 of the text, "Sociology", by Macionis, provides detailed analysis covering the multiple methods by which Sociologists gather and report data. Students were provided examples of these approaches in everyday life, and we asked to use these methodological approaches in using the data for their assigned research papers.</p> <p>C. Key concepts were outlined throughout the course, and students were asked to contribute their knowledge through Chapter quizzes and unit exams.</p> <p>D. The greatest assessment of all for this Introductory course in the field of Sociology challenges students to take their knowledge and apply it to everyday social life. Students are asked to analyze interactions and relationships, marking a different perspective in relating to other people and other ways of life, including cultural differences as well as approaches to race and gender.</p> <p>SOC 1306 Social Problems</p> <p>A. Students were provided information, then tested on their comprehension of the sociological imagination and its components. Social Problems were addressed and workable solutions were encouraged. An average passing</p>

	<p>grade (70 or higher) was received on the examination covering these principles.</p> <p>B. Chapter 2 of the text, "Social Problems", by Macionis, provides detailed analysis covering the multiple theories by which Sociologists identify social problems and work to find solutions. Students were provided examples of these approaches in everyday life, and we asked to use these methodological approaches in using the data for their assigned research papers.</p> <p>C. Key concepts were outlined throughout the course, and students were asked to contribute their knowledge through Chapter quizzes and unit exams. Students were challenged to identify the social problems themselves, and the entities providing aid and hindrance to the feasibilities of solutions, applying current environmental factors.</p> <p>D. The greatest assessment of all for this Social Problems course challenges students to take their knowledge and apply it to everyday social life. Students are asked to analyze interactions and relationships, marking a different perspective in relating to other people and other ways of life, including cultural differences as well as approaches to race and gender.</p>																																																								
<b>Data</b>	<p>Data Pertaining to SOC 1301 Cisco College Fall 2014 Average Success Rate/Completion Rate (100 point scale= 90.2)</p> <table> <thead> <tr> <th></th> <th>Exam 1 Learning Outcome A, B, C</th> <th>Exam 2 Learning Outcome A, B, C</th> <th>Research Paper Learning Outcome B, C, D</th> </tr> </thead> <tbody> <tr> <td>SOC 1306-E2</td> <td>85</td> <td>97</td> <td></td> </tr> <tr> <td>SOC 1301-E5</td> <td>88</td> <td>97</td> <td></td> </tr> <tr> <td>SOC 1301-E3</td> <td>90</td> <td>92</td> <td></td> </tr> <tr> <td>SOC 1301-01</td> <td>82</td> <td>95</td> <td></td> </tr> <tr> <td>SOC 1301-52</td> <td>94</td> <td>95</td> <td></td> </tr> </tbody> </table> <p>Data Pertaining to SOC 1306 Cisco College Fall 2014 Average Success Rate/Completion Rate (100 point scale= 84.6)</p> <table> <thead> <tr> <th></th> <th>Exam 1 Learning Outcome A, B, C</th> <th>Exam 2 Learning Outcome A, B, C</th> <th>Research Paper Learning Outcome B, C, D</th> </tr> </thead> <tbody> <tr> <td>SOC 1306-E2</td> <td>78</td> <td>82</td> <td>94</td> </tr> </tbody> </table> <p>Data Pertaining to SOC 1301 Cisco College Spring 2015</p> <table> <thead> <tr> <th></th> <th>Exam 1 Learning Outcome A, B, C</th> <th>Exam 2 Learning Outcome A, B, C</th> <th>Research Paper Learning Outcome B, C, D</th> </tr> </thead> <tbody> <tr> <td>SOC 1301-51</td> <td>81</td> <td>79</td> <td>96</td> </tr> <tr> <td>SOC 1301-52</td> <td>85</td> <td>82</td> <td>98</td> </tr> <tr> <td>SOC 1301-01</td> <td>79</td> <td>74</td> <td>90</td> </tr> <tr> <td>SOC 1301-02</td> <td>80</td> <td>79</td> <td>91</td> </tr> <tr> <td>SOC 1301-E1 ONLINE</td> <td></td> <td>95</td> <td>96</td> </tr> </tbody> </table>		Exam 1 Learning Outcome A, B, C	Exam 2 Learning Outcome A, B, C	Research Paper Learning Outcome B, C, D	SOC 1306-E2	85	97		SOC 1301-E5	88	97		SOC 1301-E3	90	92		SOC 1301-01	82	95		SOC 1301-52	94	95			Exam 1 Learning Outcome A, B, C	Exam 2 Learning Outcome A, B, C	Research Paper Learning Outcome B, C, D	SOC 1306-E2	78	82	94		Exam 1 Learning Outcome A, B, C	Exam 2 Learning Outcome A, B, C	Research Paper Learning Outcome B, C, D	SOC 1301-51	81	79	96	SOC 1301-52	85	82	98	SOC 1301-01	79	74	90	SOC 1301-02	80	79	91	SOC 1301-E1 ONLINE		95	96
	Exam 1 Learning Outcome A, B, C	Exam 2 Learning Outcome A, B, C	Research Paper Learning Outcome B, C, D																																																						
SOC 1306-E2	85	97																																																							
SOC 1301-E5	88	97																																																							
SOC 1301-E3	90	92																																																							
SOC 1301-01	82	95																																																							
SOC 1301-52	94	95																																																							
	Exam 1 Learning Outcome A, B, C	Exam 2 Learning Outcome A, B, C	Research Paper Learning Outcome B, C, D																																																						
SOC 1306-E2	78	82	94																																																						
	Exam 1 Learning Outcome A, B, C	Exam 2 Learning Outcome A, B, C	Research Paper Learning Outcome B, C, D																																																						
SOC 1301-51	81	79	96																																																						
SOC 1301-52	85	82	98																																																						
SOC 1301-01	79	74	90																																																						
SOC 1301-02	80	79	91																																																						
SOC 1301-E1 ONLINE		95	96																																																						

	<p>Sociology 1301 Research Paper Criteria &amp; Rubric</p> <p>Received: The paper was received in class no later than the due date. 10</p> <p>Social Relevance: The writer's central purpose is applicable to paper assignment. 10</p> <p>Organization: The ideas are arranged logically to support the purpose or argument. They flow smoothly from one to another and are clearly linked to each other. 10</p> <p>Grammar, Spelling, Writing Mechanics (punctuation, italics, capitalization, etc.): The writing is free or almost free of errors. 10</p> <p>Length: Paper is the number of pages specified in the assignment. 10</p> <p>Use of References: Compelling evidence from professionally legitimate sources is given to support claims. Attribution is clear and fairly represented. 10</p> <p>Acceptable References: References used are educational and valid. (No sources given from unsupported websites. Author's names, journal titles, page numbers, etc. should be provided.) 10</p> <p>APA: APA format is used accurately and consistently in the paper and on the "Works Cited" page. 10</p> <p>Appropriate for Audience: Paper is logical; Can be read and understood by reader's with no Sociological experience. 10</p> <p>Overall Quality: Paper (overall) is interesting and informational to the reader. 10</p>
<b>How your unit will use this data for improving results.</b>	<p>Course Evaluations, Final Examination Grades, Participation and Attendance Evaluations, Evidence of knowledge based on rubric from Research Paper Grades (Rubric Attached.)</p> <p>Students will be recruited upon college entrance to the field of Sociology as well as the course and schedule opportunities that are available (face to face and online opportunities). Students will continue to be educated within a</p>

	structured, student-friendly classroom, in which they are welcome to engage the instructor and other students in the thought processes and challenged brought before them within this field. Students in all Sociology courses (Introduction to Sociology, Marriage & Family, and Social Problems) will be challenged to, not only think critically on the theories and consequences of socialization, but they will be encouraged to put these in action by finding workable solutions to the challenges we will discuss.
<b>Does this year's data indicate changes or improvements from last year? Explain.</b>	This year's data does reflect slight improvement over last year's; however, after considering implementation changes in the classroom and in online sections of SOC 1301 and 1306, there is room for improvement. This semester, chapter quizzes were applied to each section of text, and the questions came from exams. This encouraged students, not only to attend class regularly, but gave them incentive to do so. I find this method to be highly effective, and will continue to use this as a tool in the future.  Overall, classroom attendance and participation and interest is at an all time high, and students who attend regularly, do very well.
<b>Do you need assistance with identifying outcomes or gathering assessment data?</b>	No
<b>Is the plan outcomes based? (1st submission)</b>	Y
<b>Is the plan data driven? (1st submission)</b>	Y
<b>Is the plan ongoing and evolving? (1st submission)</b>	Y
<b>Are the results being used? (1st submission)</b>	Y
<b>Comment - 1st submission</b>	Requirements for report needs to be better established.
<b>Updated</b>	Y
<b>Is the plan outcomes based? (2nd submission)</b>	Y
<b>Is the plan data</b>	Y

<b>driven? (2nd submission)</b>	
<b>Is the plan ongoing and evolving? (2nd submission)</b>	Y
<b>Are the results being used? (2nd submission)</b>	Y
<b>Comment - Updated submission</b>	Improved (Donoho) More specific data sets. Good discussion of process & data. (Wiegand) Discussed at 3/16/16 IE meeting.

<b>Timestamp</b>	1/25/2016
<b>Username</b>	karen.donoho@cisco.edu
<b>Submitted by</b>	Karen Donoho
<b>Planning Unit</b>	<b>Instruction - Virtual College of Texas</b>
<b>Outcomes</b>	<p>Students will be able to access information for VCT classes on the website allowing them to locate classes not available in our schedule. The desired outcome is that 80% complete and successfully pass the course with a grade of 70 or higher. The VCT Coordinator will send VCT survey results to the appropriate division chairs and the CAO.</p>
<b>Assess the extent to which the outcomes were achieved.</b>	<p>In the Fall 2014 semester, 34 students enrolled in 17 VCT classes. Of these 34 students, 16 (47%) successfully passed the class, 7 (21%) failed and 11 (32%) withdrew (7 of the 11 withdrew before the first class day). One student withdrew due to not receiving financial aid and another was unable to get the textbook and lab kit in a timely manner. The Virtual College of Texas disseminated 27 student evaluations. Of these 22 responses (81%) were submitted.</p> <p>In the VCT Student Evaluations, a few responses to the question "How has VCT helped you progress toward your educational goals?" were:</p> <ol style="list-style-type: none"> <li>1) "Instructor was wonderful and always there for her students."</li> <li>2) "By allowing me to complete prerequisites for nursing school."</li> <li>3) "This was the last class that I needed other than student teaching. It is not offered at the University or the local community college so it was a tremendous help."</li> <li>4) "I Loved it. It was very convenient and was able to continue going to school while still being able to work a full time job to support my family!"</li> </ol>
<b>Data</b>	<a href="https://drive.google.com/a/cisco.edu/file/d/0B812tP87ubJqNHJHak83VmtwLU0/view?usp=sharing">https://drive.google.com/a/cisco.edu/file/d/0B812tP87ubJqNHJHak83VmtwLU0/view?usp=sharing</a> <a href="https://drive.google.com/a/cisco.edu/file/d/0B812tP87ubJqN2IGV3NITF9PSGM/view?usp=sharing">https://drive.google.com/a/cisco.edu/file/d/0B812tP87ubJqN2IGV3NITF9PSGM/view?usp=sharing</a>
<b>How your unit will use this data for improving results.</b>	The VCT also provides Evaluation of Instruction survey results for Individual Class Reports and Individual Instructor Reports. These will be shared with the division chairs (division chairs will receive evaluation info per instructor each semester). A summary of results (total evaluations received, all positive, majority positive, majority negative, all negative, and comments are included above as a link. Since VCT courses are offered by provider colleges, we have no impact on the instruction methods. However, comments received are beneficial when advising students considering enrolling in a VCT course.
<b>Does this year's data indicate changes or improvements from last year? Explain.</b>	This year's successful pass rate was an improvement from last year (47% over 39%), the failure rate was lower (21% versus 26%); however, the withdrawal rate was higher (32% versus 18%).
<b>Do you need assistance with</b>	No

<b>identifying outcomes or gathering assessment data?</b>	
<b>Is the plan outcomes based? (1st submission)</b>	N
<b>Is the plan data driven? (1st submission)</b>	Y
<b>Is the plan ongoing and evolving? (1st submission)</b>	Y
<b>Are the results being used? (1st submission)</b>	Y
<b>Comment - 1st submission</b>	No Comment (Hagood)
<b>Updated</b>	Y
<b>Is the plan outcomes based? (2nd submission)</b>	Y
<b>Is the plan data driven? (2nd submission)</b>	Y
<b>Is the plan ongoing and evolving? (2nd submission)</b>	Y
<b>Are the results being used? (2nd submission)</b>	Y
<b>Comment - Updated submission</b>	Outcomes updated (Donoho) Discussed at 03/16/16 IE meeting.

<b>Timestamp</b>	4/15/2015
<b>Username</b>	bobby.smith@cisco.edu
<b>Submitted by</b>	Bobby Smith
<b>Planning Unit</b>	<b>Maintenance &amp; Physical Plant-Cisco</b>
<b>Outcomes</b>	<p>&gt;Hire a few good people who are eager and hard working.</p> <p>&gt;Better communications concerning maintenance work being performed.</p> <p>&gt;Appreciation from maintenance staff to college staff for help and cooperation.</p>
<b>Assess the extent to which the outcomes were achieved.</b>	<p>&gt;Although there are still several unfilled positions in the maintenance and custodial areas, we have been able to replace at least two custodial positions with eager, hard working individuals.</p> <p>&gt;The work order system is working well, and even though there is no data to support it, communications between maintenance to other college personnel appears to be improving.</p> <p>&gt;On at least two occasions, maintenance has participated in cookouts for college students and employees.</p>
<b>Data</b>	<p>&gt;Work orders received and completed: Cisco-383; Abilene-116.</p>
<b>How your unit will use this data for improving results.</b>	<p>&gt;The maintenance staff has great experience and skills. They perform the tasks put before them using that experience and skill. Their work typically exhibits fine craftsmanship.</p> <p>&gt;Even with the low pay which the college is able to offer new employees, we will continue to search for people with good attitudes and work habits.</p> <p>&gt;As always, communication will continue to be a priority.</p>
<b>Does this year's data indicate changes or improvements from last year? Explain.</b>	<p>&gt;Work orders received has grown since last year.</p>
<b>Do you need assistance with identifying outcomes or gathering assessment data?</b>	Yes
<b>Is the plan outcomes based? (1st submission)</b>	N
<b>Is the plan data driven? (1st submission)</b>	N
<b>Is the plan ongoing and evolving? (1st</b>	N

<b>submission)</b>	
<b>Are the results being used? (1st submission)</b>	N
<b>Comment - 1st submission</b>	All narrative. (Bell)
<b>Updated</b>	Not received
<b>Is the plan outcomes based? (2nd submission)</b>	
<b>Is the plan data driven? (2nd submission)</b>	
<b>Is the plan ongoing and evolving? (2nd submission)</b>	
<b>Are the results being used? (2nd submission)</b>	
<b>Comment - Updated submission</b>	Unit report should be completed by dept. staff. (Hicks)

<b>Timestamp</b>	5/6/2015
<b>Username</b>	linda.royall@cisco.edu
<b>Submitted by</b>	Linda Royall
<b>Planning Unit</b>	<b>Media Marketing and Public Relations</b>
<b>Outcomes</b>	The department will employ strategic communication constructs to assure that all elements of media, marketing and public relations are integrated across the available platforms of print, visual, verbal and internet and social media. The result should be a seamless message of excellence in all aspects of higher education offered by the institution. This includes attractive, well-branded, precise and engaging information on all the divisions and details regarding programs offered by the college. Interaction with press, community organizations and key individuals within the region to ensure a positive image for the college. Engagement with and between students, faculty and staff facilitated by providing events, club meetings and interactive social media to facilitate a favorable environment for student success and brand favorability.
<b>Assess the extent to which the outcomes were achieved.</b>	Media relationships continue to be productive and this is evidenced by so much positive press generated with both Abilene and Cisco media outlets. The marketing message of Cisco College being the 'great place to start' resonates in the community. The college enjoys an extremely favorable image in the marketplace, and our students take pride in being part of the school. Every year the local Rotary Club scholarships 30 students. This year all but seven indicated they will attend Cisco College in the fall. Three years ago only 20% planned to enroll; this year 77% have chosen to begin their higher education with us. Last year 50% of the group came here. We have successfully redesigned our website, and usage of the site is up dramatically, with more than 20,000 hits per day average. We have increased our Facebook following by over 2,000 from this time last year, and our average promotion reaches over 30,000 individuals. The last video commercial posted secured more than 50,000 hits. We now have a more active internet and social media audience than any college/university in our area except for ACU, which has five internet media managers and a large staff. Additionally, the college's branding has been updated in conjunction with the new look of the website. The logos and banners remain intact, but they are presented in a more modern framing. We completed brochures for all the CTE programs. According to our printing and inventory records we have given away over 15,000 brochures, for everything from Ag to Welding. The brochures are being redesigned to match the new look and a new CTE general brochure will also be rolled out for 2015-16. A new student newspaper will also start in 2015-16, sponsored by the media club, which now has about 25 members.
<b>Data</b>	Since my department has only myself and one part time employee, I do not have a SWOT analysis for the unit. However, our Facebook analytics are available at <a href="https://www.facebook.com/CiscoCollege/insights/">https://www.facebook.com/CiscoCollege/insights/</a> , Website analytics at <a href="https://adminlb.imodules.com/admin/index.aspx?sid=926&amp;gid=1&amp;pgid=505&amp;">https://adminlb.imodules.com/admin/index.aspx?sid=926&amp;gid=1&amp;pgid=505&amp;</a>

	doctype=xhtml&cid=&bpid=505. We track brochure and promotional volumes by printing and inventory records which are informal and based on usage.
<b>How your unit will use this data for improving results.</b>	We continue to build the analytics of our website and social media to more efficiently track effectiveness of the media and campaigns. We have added site administrators to push campaigns, promotions and information to our constituents. In addition new on-line forms with tracking capability will be created and utilized to obtain additional performance data of our mediated communication.
<b>Does this year's data indicate changes or improvements from last year? Explain.</b>	The creation of the new website, media site and social media emphasis has drastically improved audience engagement. Regular interaction with local press and media outlets has improved our take away exposure in local media. The new branding look on these platforms plus on in print literature, billboards, videos and TV ads has brought increased visibility in the community. My involvement with various community and service organizations like Rotary Club and education service committees has led to productive relationships and improved image for the college. Unfortunately due to budget reasons I had to drop our institutional membership to the local advertising and media club (AAF). I am concerned this will eventually remove me from the inner circle of media in the area, which is crucial to brand recognition and media coverage.
<b>Do you need assistance with identifying outcomes or gathering assessment data?</b>	No
<b>Is the plan outcomes based? (1st submission)</b>	Y
<b>Is the plan data driven? (1st submission)</b>	Y
<b>Is the plan ongoing and evolving? (1st submission)</b>	Y
<b>Are the results being used? (1st submission)</b>	Y
<b>Comment - 1st submission</b>	No comments (Bell)
<b>Updated</b>	N
<b>Is the plan outcomes based? (2nd submission)</b>	

<b>Is the plan data driven? (2nd submission)</b>	
<b>Is the plan ongoing and evolving? (2nd submission)</b>	
<b>Are the results being used? (2nd submission)</b>	
<b>Comment - Updated submission</b>	

<b>Timestamp</b>	4/1/2015
<b>Username</b>	heather.hicks@cisco.edu
<b>Submitted by</b>	H. Hicks
<b>Planning Unit</b>	<b>SACS Accreditation</b>
<b>Outcomes</b>	<ol style="list-style-type: none"> <li>1. Advise IE Committee &amp; Curriculum Committee regarding accreditation and compliance.</li> <li>2. Create accurate substantive change documents in a timely manner.</li> <li>3. Familiarize college personnel with accreditation issues and policies.</li> <li>4. Maintain current accreditation documents on the intranet.</li> <li>5. Complete annual professional development.</li> <li>6. Submit annual profiles. 1.</li> </ol>
<b>Assess the extent to which the outcomes were achieved.</b>	<ol style="list-style-type: none"> <li>1. IE committee ex-officio. Established new IE Plan with improved participation and assessment.</li> <li>2. Curriculum Committee ex-officio. Identified 3 substantive changes via committee form or meeting.</li> <li>3. Created and submitted: 4 instructional location prospectuses, 2 site visit committee reports, 5 substantive change notification letters. Created 1st-draft 5th Year Report.</li> <li>4. All documents uploaded to intranet.</li> <li>5. Attended SACS-COC Annual Meeting (Dec 2014) and Institute on Quality (July 2014).</li> </ol>
<b>Data</b>	<p>Average prospectus time: 1.5 months.      Site Visit Committee Report time: 2 months, submitted late.      5th Year Report 1st draft time: 1.5 months, 30 days past personal deadline.      Accepted Notifications: 5      Approved Instructional Site Prospectuses: 4      Site Visit Report: 3 Recommendations</p>
<b>How your unit will use this data for improving results.</b>	<p>Reduce drafting time via use of previous documents as templates.      Use site visit recommendations to improve compliance narratives with goal for &lt;3 recommendations, 0 repeated recommendations in 2015-16.</p>
<b>Does this year's data indicate changes or improvements from last year? Explain.</b>	Yes - substantive changes not archived so number of changes completed or submitted, and time to completion, was unknown.
<b>Do you need assistance with identifying outcomes or gathering assessment data?</b>	No
<b>Is the plan outcomes based? (1st submission)</b>	Y

<b>Is the plan data driven? (1st submission)</b>	Y
<b>Is the plan ongoing and evolving? (1st submission)</b>	Y
<b>Are the results being used? (1st submission)</b>	Y
<b>Comment - 1st submission</b>	No comment (Bell)
<b>Updated</b>	
<b>Is the plan outcomes based? (2nd submission)</b>	
<b>Is the plan data driven? (2nd submission)</b>	
<b>Is the plan ongoing and evolving? (2nd submission)</b>	
<b>Are the results being used? (2nd submission)</b>	
<b>Comment - Updated submission</b>	

<b>Timestamp</b>	2/2/2016
<b>Username</b>	jerry.dodson@cisco.edu
<b>Submitted by</b>	Jerry Dodson
<b>Planning Unit</b>	<b>Student Services</b>
<b>Outcomes</b>	<p><b>STUDENT SERVICES DIVISION OUTCOMES</b></p> <p>1) Student Services Division Departments will provide reliable services by delivering services in a dependable and accurate manner.</p> <ul style="list-style-type: none"> <li>Target for achieving this outcome: At least 80% of survey respondents will indicate satisfaction with the dependability and accuracy of information and services rendered.</li> </ul> <p>2) Student Services Division Departments will be responsive to students in the delivery of services through prompt delivery of information and services.</p> <ul style="list-style-type: none"> <li>Target(s) for achieving this outcome: The average wait time to see a financial aid counselor during peak student traffic periods will be reduced by 70% (42 minutes). At least 80% of survey respondents will indicate satisfaction with the promptness of services rendered.</li> </ul> <p>3) Student Services Division Departments will provide assurance to students in the delivery of services through appropriately trained, knowledgeable, and courteous staff.</p> <ul style="list-style-type: none"> <li>Target for achieving this outcome: 70% of student services division staff will attend/participate in at least one professional development or training opportunity.</li> </ul> <p>4) Student Services Division Departments will provide an appropriate environment for delivering services by ensuring the appropriate appearance of offices, facilities, equipment, and communication materials that are within the purview of Student Services and its departments.</p> <ul style="list-style-type: none"> <li>Target for reaching this outcome: Complete renovations to Cluck, Wrangler, and Memorial residence halls and the small entry dining room in the cafeteria (Cisco Campus) <ul style="list-style-type: none"> <li>A) Cluck Hall (community bathrooms and hallway)</li> <li>B) Wrangler Hall (community bathrooms and hallway)</li> <li>C) Memorial Hall (remodel student rooms)</li> <li>E) Cafeteria (renovations to small entry dining room)</li> </ul> </li> </ul>
<b>Assess the extent to which the outcomes were achieved.</b>	<p><b>EXTENT TO WHICH OUTCOMES WERE ACHIEVED:</b></p> <p>Outcome 1): Student Services Division Departments will provide reliable services by delivering services in a dependable and accurate manner.</p> <p>Target for achieving this outcome: At least 80% of survey respondents will indicate satisfaction with the dependability and accuracy of information and services rendered.</p> <p>Assessment of this outcome: Roughly 60% of a sampling of students participating in an end of course evaluation indicated a positive level of</p>

satisfaction with the services provided to them through the Student Services Division. The student evaluation did not specifically pin point student perception on the dependability and accuracy of service and information provided. This must be addressed on future student surveys.

Outcome 2): Student Services Division Departments will be responsive to students in the delivery of services through prompt delivery of information and services.

Target(s) for achieving this outcome: The average wait time to see a financial aid counselor during peak student traffic periods (July – September) will be reduced by 70% (42 minutes). At least 80% of survey respondents will be satisfied with the promptness of services rendered.

Assessment of this outcome: The average wait time to see a financial aid counselor has been as high as 60 minutes at the Abilene Center. The Financial Aid Office has engaged in two activities, 1) the use of File Bound, a workflow management system, that allows students to complete, sign, and submit requested information electronically and 2) formal training of front desk staff to troubleshoot and respond to student questions that have reduced the average wait time from 60 minutes to 6 minutes (90%) during peak times. Roughly 60% of a sampling of students participating in an end of course evaluation indicated a positive level of satisfaction with the services provided to them through the Student Services Division. The student evaluation did not specifically pin point student perception on the promptness of service and information provided. This must be addressed on future student surveys.

Outcome 3): Student Services Division Departments will provide assurance to students in the delivery of services through appropriately trained, knowledgeable, and courteous staff.

Target for achieving this outcome: 70% of student services division staff will attend/participate in at least one professional development or training opportunity.

Assessment of this outcome: 63% (26 of 41) of Student Services personnel participated in at least one professional development or training opportunity.

Outcome 4): Student Services Division Departments will provide an appropriate environment for delivering services by ensuring the appropriate appearance of offices, facilities, equipment, and communication materials (tangibles) that are within the purview of Student Services and its departments.

Target for reaching this outcome: Complete renovations to Cluck, Wrangler, and Memorial residence halls and the small entry dining room in the cafeteria (Cisco Campus)

Assessment of this outcome:

- A) Cluck Hall (renovations to community bathrooms and hallway completed)
- B) Wrangler Hall (renovations to community bathrooms and hallway completed)
- C) Memorial Hall (6 of 12 student rooms renovated, 6 rooms not yet completed)
- E) Cafeteria (renovations to small entry dining room completed)

<b>Data</b>	<p><a href="https://drive.google.com/a/cisco.edu/folderview?id=0B5_e4fKHXIq_fjJZeW92bjRSRHNFSk5NRmRoOUwtLUtMLTV0STc5cHRiYWxHNzhpZm12Wnc&amp;usp=sharing">https://drive.google.com/a/cisco.edu/folderview?id=0B5_e4fKHXIq_fjJZeW92bjRSRHNFSk5NRmRoOUwtLUtMLTV0STc5cHRiYWxHNzhpZm12Wnc&amp;usp=sharing</a></p> <ol style="list-style-type: none"> <li>1. Student Feedback</li> <li>2. List of conferences, workshops, ant training attended by staff</li> <li>3. Fall semester financial aid wait time analysis for AEC</li> <li>4. 2015 S.W.O.T. Survey</li> <li>5. Summer facilities projects summer 2014 (Cisco Campus)</li> </ol>
<b>How your unit will use this data for improving results.</b>	<p>One of the key uses of this year's data will be to develop a consistent way to measure division outcomes. We will work to improve outcome results through a more organized and better use of data to identify opportunities for positively impacting our prospective and current student's experience through the Student Services Division. We will also continue to focus our efforts toward reaching the targets that are specific to each outcome.</p>
<b>Does this year's data indicate changes or improvements from last year? Explain.</b>	<p>Recent changes in the I.E. process for the College have made it difficult to have comparable data and information on the Student Services Division service outcomes. That being said, the resident hall/cafeteria renovation projects are one target of service outcome #4 (tangibles) that we can say the data indicates improvement, in reference to the College's efforts aimed at improving the resident student experience on the Cisco Campus. The student feedback from the Abilene Center indicates while many students are satisfied with their experience at Cisco College, many others that are not. This would indicate further improvement in these division service outcomes is warranted. Each department in the Student Services Division is responsible for implementing activities/efficiencies in their areas that are intended to improve the student experience.</p>
<b>Do you need assistance with identifying outcomes or gathering assessment data?</b>	No
<b>Is the plan outcomes based? (1st submission)</b>	P
<b>Is the plan data driven? (1st submission)</b>	P
<b>Is the plan ongoing and evolving? (1st submission)</b>	Y
<b>Are the results being</b>	Y

<b>used? (1st submission)</b>	
<b>Comment - 1st submission</b>	Excessive attachments. Attach summary sheets for data. Be site specific - Cisco Campus vs. AEC. SWOT was good. Stale data support in assessment statement after outcome. (?)
<b>Updated</b>	Y
<b>Is the plan outcomes based? (2nd submission)</b>	Y (Yea!)
<b>Is the plan data driven? (2nd submission)</b>	Y (Yea!)
<b>Is the plan ongoing and evolving? (2nd submission)</b>	N
<b>Are the results being used? (2nd submission)</b>	N
<b>Comment - Updated submission</b>	Looks good to me! (Donoho) 1) Need depts to include specific plans or activities to increase success rates per outcomes. 2) Train depts. (Hicks) Discussed at 3/16/16 IE meeting.

<b>Timestamp</b>	2/1/2016											
<b>Username</b>	randy.leath@cisco.edu											
<b>Submitted by</b>	Randy Leath											
<b>Planning Unit</b>	<b>Student Services - Counseling</b>											
<b>Outcomes</b>	<p>Counselors will encourage students when possible to consider a part-time course load vs. a full-time course load.</p> <p>Historically overall part-time students have a higher gpa vs. full-time students.</p> <p>The goal is to reduce students on academic probation and suspension from Spring 2015 to the Fall 2015 Semester.</p> <p>Another goal is to have an 85% student satisfaction with advising services at Cisco College.</p>											
<b>Assess the extent to which the outcomes were achieved.</b>	<p>The number of students on academic probation and suspension were reduced from Spring 2015 to Fall 2015.</p> <p>Part-time students also had a higher gpa vs. full-time students.</p> <p>Student satisfaction numbers are to be released later this semester</p>											
<b>Data</b>	<p>The following chart shows the number of students placed on Academic Probation and Suspension after the Spring 2015 Semester and after the Fall 2015 Semester</p> <table> <thead> <tr> <th></th> <th>Academic Probation</th> <th>Suspension</th> </tr> </thead> <tbody> <tr> <td>After Spring 2015</td> <td>349</td> <td>69</td> </tr> <tr> <td>After Fall 2015</td> <td>311</td> <td>32</td> </tr> </tbody> </table> <p>GPA by course load after Fall 2015</p> <table> <tbody> <tr> <td>Part-time - 3.03</td> <td>Full-time - 2.88</td> </tr> </tbody> </table>		Academic Probation	Suspension	After Spring 2015	349	69	After Fall 2015	311	32	Part-time - 3.03	Full-time - 2.88
	Academic Probation	Suspension										
After Spring 2015	349	69										
After Fall 2015	311	32										
Part-time - 3.03	Full-time - 2.88											
<b>How your unit will use this data for improving results.</b>	<p>There was a nearly 11% reduction in students on Academic Probation from Spring 2015 to Fall 2015 and a nearly 54% reduction in students on Academic Suspension from Spring 2015 to Fall 2015. There are many factors involved in a student's gpa and possibly ending up on Academic Probation and Suspension. Hopefully course load did contribute to a reduction and we will continue to advise students based on the data showing a higher gpa for part-time course loads vs. full-time course loads. We will look at Academic Probation and Suspension numbers again after Spring 2016 and compare them to Fall 2015 and Spring 2015 to see if there continues to be a reduction in the number of students who end up on Academic Probation or Suspension.</p> <p>We hope to also have student satisfaction data available to see if we have attained an 85% satisfaction with advising.</p>											
<b>Does this year's data indicate changes or improvements from</b>	<p>Part-time students continue to have a higher gpa vs. full-time students.</p> <p>There was a reduction in the number of students on Academic Probation and Suspension from Spring 2015 to Fall 2015.</p>											

<b>last year? Explain.</b>	
<b>Do you need assistance with identifying outcomes or gathering assessment data?</b>	Yes
<b>Is the plan outcomes based? (1st submission)</b>	N
<b>Is the plan data driven? (1st submission)</b>	N
<b>Is the plan ongoing and evolving? (1st submission)</b>	N
<b>Are the results being used? (1st submission)</b>	N
<b>Comment - 1st submission</b>	Nothing submitted.(Bell)
<b>Updated</b>	Y
<b>Is the plan outcomes based? (2nd submission)</b>	Y
<b>Is the plan data driven? (2nd submission)</b>	N
<b>Is the plan ongoing and evolving? (2nd submission)</b>	P
<b>Are the results being used? (2nd submission)</b>	P
<b>Comment - Updated submission</b>	Looks good to me! (Donoho) 2 outcomes are specific & measurable. Results of the process are in progress. Requested help w/data - forward to Jerry. (Hicks) Discussed at 3/16/16 IE meeting.

<b>Timestamp</b>	4/15/2015
<b>Username</b>	micheline.simmering@cisco.edu
<b>Submitted by</b>	Micheline Simmering
<b>Planning Unit</b>	<b>Student Services - Counseling - Veterans Services</b>
<b>Outcomes</b>	<ol style="list-style-type: none"> <li>1. Certify each student with the VA in a timely manner.</li> <li>2. Keep a detailed file for each student for VA auditing purposes.</li> <li>3. See each student that signs in to see me in a timely manner.</li> <li>4. Provide each student with material to help with the admissions process and the VA application process in order to certify with their VA educational benefit.</li> </ol>
<b>Assess the extent to which the outcomes were achieved.</b>	<ol style="list-style-type: none"> <li>1. I certify each student as early as possible. When registration starts I begin to email students reminders to let me know so I can certify them early.</li> <li>2. No discrepancies were found in the students records during my audit.</li> <li>3. Sign in sheets show that students are seen with minimal wait time.</li> <li>4. Each student is provided with a hard copy handbook or with an electronic one that I put together to explain admission and VA application processes.</li> </ol>
<b>Data</b>	<a href="https://drive.google.com/a/cisco.edu/folderview?id=0B_lZPN50TufDfI9ZUUZqbW1KSWQ2eVR4bExfeS0ySnVUZWxjbkpkM3dpdDhlek83SE9jd0k&amp;usp=sharing">https://drive.google.com/a/cisco.edu/folderview?id=0B_lZPN50TufDfI9ZUUZqbW1KSWQ2eVR4bExfeS0ySnVUZWxjbkpkM3dpdDhlek83SE9jd0k&amp;usp=sharing</a>
<b>How your unit will use this data for improving results.</b>	After reviewing the data I have determined that next time I may email out a survey/questionnaire to the students using their VA educational benefit to ensure they are receiving the services from this office that they need.
<b>Does this year's data indicate changes or improvements from last year? Explain.</b>	n/a
<b>Do you need assistance with identifying outcomes or gathering assessment data?</b>	.
<b>Is the plan outcomes based? (1st submission)</b>	Y
<b>Is the plan data driven? (1st submission)</b>	Y

<b>Is the plan ongoing and evolving? (1st submission)</b>	Y
<b>Are the results being used? (1st submission)</b>	Y
<b>Comment - 1st submission</b>	No comment (Bell)
<b>Updated</b>	N
<b>Is the plan outcomes based? (2nd submission)</b>	
<b>Is the plan data driven? (2nd submission)</b>	
<b>Is the plan ongoing and evolving? (2nd submission)</b>	
<b>Are the results being used? (2nd submission)</b>	
<b>Comment - Updated submission</b>	

<b>Timestamp</b>	1/25/2016
<b>Username</b>	linda.sellers@cisco.edu
<b>Submitted by</b>	Linda Sellers
<b>Planning Unit</b>	<b>Student Services - Financial Aid</b>
<b>Outcomes</b>	Files will be worked in a timely fashion and students will be notified of missing documents more often. We have begun cross training our counselors in all aspects of financial aid. All counselorshave received training in the loan process so that there is more than one counselor available to help students. Financial aid staff is more aware of the need for student's privacy and the need for confidentiality when handling student information.
<b>Assess the extent to which the outcomes were achieved.</b>	Planning events and training at both campuses to improve the image of the financial aid office among students and staff. The financial aid staff has attended 2 in office trainings, TG/THECB workshop and training with Ann Cramer from Filebound. All staff have access to headsets when answering phones so as to increase awareness of confidentiality for students and have been encouraged to close office doors during busy times and when office is full of students. Job responsibilitis have been changed to take advantage of staff's strengths and weaknesses.Financial Aid has made improvements to Filebound and our counselor's workflow process. Through changes made in Filebound work is being processed in a more timely fashion. during busy season extra staff is provided 4 days a week in Abilene.
<b>Data</b>	Login sheets will be used at the Abilene and Cisco office to monitor the time a student has to wait to see a counselor. Login sheets are monitored by Linda Sellers monthly or more often as needed. Workflow logs are monitored to make sure the counselors are working homepages in a timely manner. We will begin processing the new award year a month earlier than the previous year in hopes of reaching more students.
<b>How your unit will use this data for improving results.</b>	Login sheets will be used to see when wait time for a student increases. When wait time increases extra staff will be used at the Abilene campus 4 days a week. If a counselors workflow and homepage is not being worked in a timely manner staff will be questioned as to why and help is provided if needed. Have recently started using sign in sheets in Cisco to better serve the students.
<b>Does this year's data indicate changes or improvements from last year? Explain.</b>	Wait time has decreased in our Abilene office as indicated on login sheets. We have recently started using sign in sheets in Cisco to better serve the students as a result of the improvement it has made in our Abilene office. By opening our new year earlier we are able to make initial contact with prospective students earlier.
<b>Do you need assistance with identifying outcomes or gathering</b>	No

<b>assessment data?</b>	
<b>Is the plan outcomes based? (1st submission)</b>	N
<b>Is the plan data driven? (1st submission)</b>	N
<b>Is the plan ongoing and evolving? (1st submission)</b>	N
<b>Are the results being used? (1st submission)</b>	N
<b>Comment - 1st submission</b>	Include numbers for decreased wait time - or goal for wait time. (?)
<b>Updated</b>	Y
<b>Is the plan outcomes based? (2nd submission)</b>	P
<b>Is the plan data driven? (2nd submission)</b>	N
<b>Is the plan ongoing and evolving? (2nd submission)</b>	Y
<b>Are the results being used? (2nd submission)</b>	N
<b>Comment - Updated submission</b>	Improved-outcomes may need more "tweaking". Data added. (Donoho) Outcomes-good step-work w/Jerry to draft specific outcomes and benchmarks. 1) What data indicates improvement or not? 2) Need specific plans or actions based on data. (Hicks) Discussed at 3/16/16 IE meeting.

<b>Timestamp</b>	4/29/2015
<b>Username</b>	james.tonkovich@cisco.edu
<b>Submitted by</b>	James Tonkovich
<b>Planning Unit</b>	<b>Student Services – Food Service-Dining Hall-Cisco</b>
<b>Outcomes</b>	Strengths- Positive, no negative points. Weaknesses- Positive, no negative points. Opportunities- - Nothing suggested as needed. Threats- None spoken of.
<b>Assess the extent to which the outcomes were achieved.</b>	Secret shoppers, student input and faculty/staff opinions.
<b>Data</b>	I have no specific assessment data at this time.
<b>How your unit will use this data for improving results.</b>	Goals for the coming year- Continue and improve on quality and freshness in services,. products and special requests. Grow our customer service standards through training and consistent mentoring. Continue to make requests of students and faculty/staff for fresh eyes and ideas for the Cafe'. Create even more new recipes for foods with international flair and composition. Work with Cisco College to produce and provide a Great Western Dining web link within the CC website, promoting the college, presenting our menus and special events and to further our local and corporate sponsorships.
<b>Does this year's data indicate changes or improvements from last year? Explain.</b>	First year as your food service provider. Measured against the products and services of last year, we have done well.
<b>Do you need assistance with identifying outcomes or gathering assessment data?</b>	No
<b>Is the plan outcomes based? (1st submission)</b>	N
<b>Is the plan data driven? (1st submission)</b>	N
<b>Is the plan ongoing and evolving? (1st</b>	P

submission)	
<b>Are the results being used? (1st submission)</b>	?
<b>Comment - 1st submission</b>	Outcomes-unclear. Need to establish goals and methods of measuring student satisfaction with food quality and nutrition (?)
<b>Updated</b>	N
<b>Is the plan outcomes based? (2nd submission)</b>	
<b>Is the plan data driven? (2nd submission)</b>	
<b>Is the plan ongoing and evolving? (2nd submission)</b>	
<b>Are the results being used? (2nd submission)</b>	
<b>Comment - Updated submission</b>	

<b>Timestamp</b>	4/30/2015
<b>Username</b>	deanna.pipkin@cisco.edu
<b>Submitted by</b>	deannapipkin
<b>Planning Unit</b>	<b>Student Life - Snack Bar</b>
<b>Outcomes</b>	Snack Bar/SUB continues to provide services for our students. (Video games etc and affordable snacks and a safe environment to fellowship or study)
<b>Assess the extent to which the outcomes were achieved.</b>	Snack Bar continues to accommodate students daily.
<b>Data</b>	N/A
<b>How your unit will use this data for improving results.</b>	We strive to listen to our students wants, concerning the purchasing of snack items and current/new video games. Their "wants" and "likes" are the Snack Bar's "data". If an item isn't a good seller. we don't purchase it again and spend the money on items that students prefer.
<b>Does this year's data indicate changes or improvements from last year? Explain.</b>	Sales in the Snack Bar vary, but it seems that students come to SUB more now than in semesters passed. I think this is due to new games, new food items and a change in Evening staff.
<b>Do you need assistance with identifying outcomes or gathering assessment data?</b>	No
<b>Is the plan outcomes based? (1st submission)</b>	N
<b>Is the plan data driven? (1st submission)</b>	N
<b>Is the plan ongoing and evolving? (1st submission)</b>	P
<b>Are the results being used? (1st submission)</b>	N
<b>Comment - 1st submission</b>	No plan, vague goals - just there.

<b>Updated</b>	Not received
<b>Is the plan outcomes based? (2nd submission)</b>	N
<b>Is the plan data driven? (2nd submission)</b>	N
<b>Is the plan ongoing and evolving? (2nd submission)</b>	N
<b>Are the results being used? (2nd submission)</b>	N
<b>Comment - Updated submission</b>	No outcomes. Basically nothing provided. Training!! (Wiegand)

<b>Timestamp</b>	1/26/2016
<b>Username</b>	diane.carlile@cisco.edu
<b>Submitted by</b>	Diane Carlile
<b>Planning Unit</b>	<b>Student Life - Student Activities</b>
<b>Outcomes</b>	One large event per month will be planned. One smaller event such as game night, tournaments and late night snacks will be planned weekly.
<b>Assess the extent to which the outcomes were achieved.</b>	Due to budget restraints the once a month large event was not realistic. The weekly events were well received by the students.
<b>Data</b>	A comment and suggestion box is out in the Student Union for students to react to events or suggest other activities.
<b>How your unit will use this data for improving results.</b>	The opinions and suggestions received from the students determines what changes will be made in activities.
<b>Does this year's data indicate changes or improvements from last year? Explain.</b>	Improvements will be made in the scheduling of events. For example: It is customary to "Front Load" the Fall semester. That means having larger more entertaining events the first semester and taper off in the Spring.
<b>Do you need assistance with identifying outcomes or gathering assessment data?</b>	No
<b>Is the plan outcomes based? (1st submission)</b>	N
<b>Is the plan data driven? (1st submission)</b>	N
<b>Is the plan ongoing and evolving? (1st submission)</b>	N
<b>Are the results being used? (1st submission)</b>	N
<b>Comment - 1st submission</b>	Needs assistance and training.
<b>Updated</b>	Y

<b>Is the plan outcomes based? (2nd submission)</b>	P
<b>Is the plan data driven? (2nd submission)</b>	N
<b>Is the plan ongoing and evolving? (2nd submission)</b>	N
<b>Are the results being used? (2nd submission)</b>	N
<b>Comment - Updated submission</b>	Improved, but no data included (Donoho) Outcomes are vague. No data. Training!! (Wiegand) Discussed at 3/16/16 IE meeting

<b>Timestamp</b>	4/23/2015
<b>Username</b>	lori.grubbs@cisco.edu
<b>Submitted by</b>	Lori Grubbs
<b>Planning Unit</b>	<b>Student Success Programs</b>
<b>Outcomes</b>	<p>Increase early alert submissions by 50%.</p> <p>Increase face-to-face student visits by 15%.</p> <p>Increase visits to the tutoring centers by 50%.</p> <p>Provide training opportunities for faculty and staff on early alert process and benefits to academic intervention strategies.</p> <p>Be more vocal in student orientation sessions and letting students know about student success services.</p> <p>Be more of a presence on both campuses by advertising services offered through means such as social media, posters, and brochures.</p>
<b>Assess the extent to which the outcomes were achieved.</b>	Using data from 2013-14 compared to 2014-15, there has been an increase in the number of students referred to early alert. At the Abilene Educational Center, there has been an increase in face-to-face visits with students, but this has not been seen on the Cisco campus. Student Success was able to present to faculty about the early alert program at the spring kick-off meeting. Brochures describing our program have been designed and will go to print this summer for distribution in the fall of 2015. Success newsletters were sent out monthly to all faculty, staff, and students as well as monthly reports.
<b>Data</b>	<p><a href="https://drive.google.com/file/d/0BwRMTVMEDbYqTIFVX3pBRUFCd0k/view?usp=sharing">https://drive.google.com/file/d/0BwRMTVMEDbYqTIFVX3pBRUFCd0k/view?usp=sharing</a></p> <p>A more complete report will be available at the end of the spring semester when final grades are reported.</p>
<b>How your unit will use this data for improving results.</b>	This data will be used to improve results by using our strength of partnering with other college departments and divisions to utilize student success services. This data will also be used to drive decisions concerning targeting services to at-risk students who tend to be less engaged in the academic process. Both a strength and an opportunity exists for this department to partner with other departments to increase student engagement and student success/completion.
<b>Does this year's data indicate changes or improvements from last year? Explain.</b>	Yes, the data that has so far been analyzed indicates an increase in partnerships with other college departments to offer more targeted services for students. As well, the number of early alerts has increased from the previous year.
<b>Do you need assistance with identifying outcomes or gathering</b>	No

<b>assessment data?</b>	
<b>Is the plan outcomes based? (1st submission)</b>	Y
<b>Is the plan data driven? (1st submission)</b>	Y
<b>Is the plan ongoing and evolving? (1st submission)</b>	Y
<b>Are the results being used? (1st submission)</b>	Y
<b>Comment - 1st submission</b>	Numbers present. Setting goals and planning improvements.(?)
<b>Updated</b>	N
<b>Is the plan outcomes based? (2nd submission)</b>	
<b>Is the plan data driven? (2nd submission)</b>	
<b>Is the plan ongoing and evolving? (2nd submission)</b>	
<b>Are the results being used? (2nd submission)</b>	
<b>Comment - Updated submission</b>	

<b>Timestamp</b>	8/31/2015
<b>Username</b>	lori.grubbs@cisco.edu
<b>Submitted by</b>	Lori Grubbs
<b>Planning Unit</b>	<b>Student Success Programs-Tutoring</b>
<b>Outcomes</b>	Increase student visits to both tutoring center locations. Increase tutor hours of availability
<b>Assess the extent to which the outcomes were achieved.</b>	The AEC location saw an increase in student visits based on student sign-ins. The Cisco location did not see an increase based on student sign-ins. Hours for both location were increased based on posted tutoring schedules
<b>Data</b>	<a href="https://drive.google.com/file/d/0BwRMTVMEDbYqTIFVX3pBRUFCd0k/view?usp=sharing">https://drive.google.com/file/d/0BwRMTVMEDbYqTIFVX3pBRUFCd0k/view?usp=sharing</a>  <a href="https://drive.google.com/a/cisco.edu/file/d/0BwRMTVMEDbYqeEc0VIZBbXk3TGs/view?usp=sharing">https://drive.google.com/a/cisco.edu/file/d/0BwRMTVMEDbYqeEc0VIZBbXk3TGs/view?usp=sharing</a>  <a href="https://drive.google.com/a/cisco.edu/file/d/0BwRMTVMEDbYqME00NjRfV2xjYWN5LWdBZV9MZWPiUDdjY1IJ/view?usp=sharing">https://drive.google.com/a/cisco.edu/file/d/0BwRMTVMEDbYqME00NjRfV2xjYWN5LWdBZV9MZWPiUDdjY1IJ/view?usp=sharing</a>
<b>How your unit will use this data for improving results.</b>	Based on the data we will continue to advertise by website, emails, posted signage, and facebook accounts of the services provided by the tutoring centers. A weakness to the tutoring center located on the Cisco campus is it is located in a low traffic area so increased awareness campaigns will continue to be looked at. We will continue to work with faculty to refer students to the tutoring center.
<b>Does this year's data indicate changes or improvements from last year? Explain.</b>	The tutoring center in Abilene has seen an increase in student usage. We were able to install 2 additional computers for student use. We changed the student sign-in procedure to ensure that more sign-ins were captured.
<b>Do you need assistance with identifying outcomes or gathering assessment data?</b>	No
<b>Is the plan outcomes based? (1st submission)</b>	Y
<b>Is the plan data driven? (1st submission)</b>	Y
<b>Is the plan ongoing and evolving? (1st</b>	Y

submission)	
<b>Are the results being used? (1st submission)</b>	Y
<b>Comment - 1st submission</b>	Good. Ongoing improvements.(?)
<b>Updated</b>	N
<b>Is the plan outcomes based? (2nd submission)</b>	
<b>Is the plan data driven? (2nd submission)</b>	
<b>Is the plan ongoing and evolving? (2nd submission)</b>	
<b>Are the results being used? (2nd submission)</b>	
<b>Comment - Updated submission</b>	