

Evidence Based Decisions Tracking Chart				
DEPARTMENT	CONTACT	EBD Spring 2005	SPRING 06 Results	EBD Spring 2006
Aviation Science	Gibson	(1) improve the Learning Management System.		
		(2) develop a plan to monitor student activity		
Business Administration Paralegal	White	(1) conduct a unit meeting prior to the beginning of the Fall 2005 semester to discuss the results of the intervention		
Developmental Studies	Morales-Vale Shea	(1) continue intervention of student conferences.	For the DSMA 0300, there are 76 valid tests. Average score was a 74.7%. There was a 28.7 percent increase between the pretest and the post test average. Baseline increase was 31.4%, there is a difference of (3.7%).	DSMA: 1. implement a policy on the number of conferences given and who to select for those conferences.
			For DSMA 0301, there are 96 valid tests. Average score was 59.27%. There was a 36.4% increase between the pretest and the post test average. Baseline increase was 25.6%, there is a difference of (10.8%). This deficit was due to the new grading standard of no partial credit.	2. implement a new grading process for the pre/post tests.
			For DSMA 0303, there are 45 valid tests. Average score was 23.23%. There was a 18.2% increase between the pretest and the post test average. Baseline increase was 42.8% there was a difference of (24.6%). This deficit was due to the new grading standard of no partial credit.	3. form a grading committee to integrate the partial credit back in, or conduct a new baseline in the fall of 2006.
			For the DSRE 0301, 78% of student completers met the assessment criteria of 70% of higher on the final exam. There were 26 valid tests. Average score was 91.89%; there was a 26.14% increase from the pretests.	DSRE 0301, DSWR 0302: 1. faculty members will administer interventions with the least prepared students, as determined by pre-test, quiz, and test scores, minimally 20% of the students within one section. 2. Formal documentation will improve through use of Intervention Forms, including specific guidelines. 3. break down pre/posttest questions into various student learning outcomes from course description
			For the DSWR 0302, 87% of student completers met the assessment criteria of 70% or higher on the Final Exam Essay, as determined by independent graders. There were 33 valid tests. The average was 74.5%, this was a 11.5% increase from the pretests. Baseline percent increase was 22.74%, the difference between the baseline and this term was (4.6%)	*For all five courses, we are looking into a way to track students that are being dropped based on actual absences as well as those who are dropped for lacking lab hours.
Communications	Henderson Cornell	(1) continue the same implementation and instructional feedback		Because our unit met its goal and improved student learning, we will continue to implement the interventions used in Spring 2007.

DEPARTMENT	CONTACT	EBD Spring 2005	SPRING 06 Results	EBD Spring 2006
Computer Science	Perschbach	(1) design pre-test and post-test questions geared specifically to the higher level cognitive skills of analysis, synthesis, and evaluation according to Bloom's taxonomy.	As reported in the CT Outcomes Report for Spring 2006, all five courses showed progress in learning. For the two classes that used the pre- and post-test methodology, increases of 65.28% and 15.4% were recorded. The two classes that selected test average methodology both showed a class average of "B", which was judged by the faculty to be evidence of student mastery. The fifth course used a survey that indicated improved self-perception of content mastery.	(1) We will continue to provide student-counseling interventions throughout the semester, with emphasis on test, programming, and lab assignments.
		(2) other measures will be devised to ensure student and faculty consensus on what constitutes feedback.		(2) At the start of each semester, we will add a "minute essay" on the student's perception of feedback itself to determine student understanding of the concept.
		(3) personal counseling sessions		(3) The department will no longer use pre- and post-tests as measures.
		(4) offer students functional instructional feedback.		(4) The department faculty will continue to provide personal instructional feedback in the form of individual student counseling and referrals to the college counselors and services.
Early Childhood Professions	Bacon	(1) continue the survey process for all ECP courses		
		(2) Mid-term and course completion forms will have slight modifications		
ESL	Anderson	(1) continue to do the conference intervention		1) We will keep the conference interventions for one more year and look at improving value added in all the selected courses. We will add a midterm minute paper to elicit more feedback from students, compile those comments anonymously, and share them with the class as feedback back to the student.
		(2) Elicit feedback from the students on how to improve our conference techniques.	3)We are using lab diagnostics more than we used to, especially at the beginning of the course. Some courses, like Writing II, now give a thorough diagnostic in the first week of class.	2. We will revise the data-gathering form we created. It's horrible and makes things hard on everyone. Instead, we will go with an online form that better addresses the kinds of information the QEP hopes to gather.
		(3) Do more assessing before the formal midterm	4)We are slowly heading in this direction, and will work further on this in 2005-2006. Some courses will be using new software in the labs that break down reading/writing skills into SLOs, and lab tests will fit nicely into the plan of measuring SLOs individually. Also, hard copy exams have been broken into appropriate SLOs; we simply have not started grading the tests as separate sections/SLOs with separate scores. We will start doing that in Fall 2006.	3. We will incorporate lab tests from new software into the assessment process.

DEPARTMENT	CONTACT	EBD Spring 2005	SPRING 06 Results	EBD Spring 2006
		(4) Measure specific SLOs as opposed to using general pre- and posttest scores	5) We recently had a teacher's meeting about this, and shortening pretests to fewer items that can be embedded on the final is more complicated than we originally anticipated since pretests are also used to challenge the course. There is controversy among our staff members regarding the need to test everything for the course or test a limited number of items if students are to be awarded credit. We are meeting this summer to resolve this issue.	4. We will measure specific SLOs rather than measuring them as a group.
		(5) Shorten the pre- and posttests and embed SLOs in the final exam.	6) We have done this.	
		(6) Incorporate the intervention in more ESL courses.	Positive feedback via the average 3 point increase on the pre/post test administered in the course along with an informal polling of the students suggest an increased SLO completion.	
Fine Arts	Salter	(1) offer students functional instructional feedback.		Will continue using various means of assessment. Spring 06 course grades will be reviewed and addressed individually. Appropriate changes to instruction will be implemented if needed
Mathematics	Word Davis	(1) implement the increased feedback methods used in Spring 2005		
		(2) informally survey their students regarding the feedback methods the unit used		
Mental Health Services	Green Kondrak	(1) assessment of both student perception of feedback and student mastery of content	Test Blueprinting completed for the Spring semester courses. -Excellent improvement in post-test scores. Results reported C28at http://D29/www.ctcd.edu/ctcf/faculty_report.asp	
Nursing	Wesso Shahry	(1) Continue with the intervention portion of the exercise.		
		(2) QEP specialists will meet with Nursing Department faculty during pre-service week	-Group composite scores on the ATI national exams were at or above the national mean	At this time the RNSG 2221 course fell below the North American average ERI score by 4 points. The action plan for next semester includes, but is not limited to focusing on the following at risk areas: 1) Nursing as a Profession 2) Nursing Process: Implementation 3) Client Needs: Psychosocial integrity 4) Critical Thinking: Prioritizing , inferential reasoning, interpretive reasoning The faculty has agreed to use case studies, application exercises, and role play to focus on the above areas. They will then compare the scores at the end of the Fall 06 semester.
Office Technology	Cleaver Smith	(1) Continue intervention of conferencing with students	-Excellent post course evaluations from the students	

DEPARTMENT	CONTACT	EBD Spring 2005	SPRING 06 Results	EBD Spring 2006
		(2) weekly messages of encouragement and progress		
		(3) Informally survey students		In POFI 1301, we will continue to assess general skills to be addressed in the courses. We will be using the pre-course assessment to evaluate the needs of the individual student. We will implement student conferences and use the first assessment to help determine strengths and weaknesses of the individual student as each progresses through the course. We will be assessing the traditional class during the fall semester.
Science	Hidy	(1) Maintain student/instructor feedback through communication posted on instructor website		The decision, based on the foregoing results, is to increase the number of faculty using individual websites to enhance the learning experience of the students. More education in how to construct a helpful website will, in some cases, have to be given to faculty. Hopefully, the website intervention will become a permanent instrument in our department.
Library Instruction	Swan	(1) Collaborate with individual faculty to integrate library competencies into the existing curriculum; (2) Develop a web-based, self-guided tour of the CTC library and its resources		During Fall 06 collaborate with two faculty members to measure SLOs for students in one class pre instructor
			2. Fall 2005 Student Satisfaction survey - approximately 90% were satisfied with the library staff, 89% were satisfied with the library facility, 50% were satisfied with the library web page, and 77% were satisfied with the collection.	A web-based library instruction module is nearly ready to be added to the library page. Development continues on a way to measure SLOs based on the instruction module.
		(3) Develop a campus-wide advocacy for information literacy	3. Spring 2006 Student Satisfaction survey - approximately 88% were satisfied with the library staff, 88% were satisfied with the library facility, 80% were satisfied with the library web page, and 88% were satisfied with the collection.	
		(4) Design an effective advertising strategy	1. Job Shadow Training - 80% said the training helped them understand more about how the various positions contribute to overall library operations and that it will help them in performing their own	
Library Services	Jennings	(1) Add cross-training to the initial training schedule for clerical and student staff (2) Initiate scheduled joint cross-training for the clerical and student staffs of both CTC and TSU-CT (3) Include cross-training for professional staff	1. Job Shadow Training - 80% said the training helped them understand more about how the various positions contribute to overall library operations and that it will help them in performing their own	1. Cross training support and professional staff will become Standard Operating Procedure because of frequent changes in personnel.
IT Help desk	Mars	(1) service-ticket tracking system (2) new IT website		
Project Pass	Weedon	(1) the tutor training program will continue	Student withdrawals decreased. (It is unknown if decrease in withdrawal was a direct result of conferences. Department will monitor next year) Student feedback to instructor indicated student was pleased with conferences.	
		(2) tutors will be asked to complete to complete a survey at the end of training.		
		(3) The grades of the tutees will also be compiled at the end of the spring 2006 semester to see if they have improved by 1% from the spring 2005 semester.		
Telecommunications	Rudolph	(1) continue student conferences and progress reports		

DEPARTMENT	CONTACT	EBD Spring 2005	SPRING 06 Results	EBD Spring 2006
Distance Learning	Davis	(1) providing informational documents and training and professional development opportunities		
		(2) outsource technical support		
Guidance and Counseling		(1) Refer students to support services as needed		
		(2) Retention Specialist will work with students		
		(3) Have students work with the Advisor/Transfer Coordinator		
		(4) Increase referrals to Project Pass	178 new employees received customer service excellence training.	
		(5) refer students to Substance Abuse Resource Center	64 current employees received the customer service excellence stand-alone training, Give 'em the Pickle.	
Industrial Technology		(1) continue to use the practices that were used in Fall 04.	Management and Supervisor Training program is currently in development with a tentative implementation date of Fall 06	
Human Resources	Joann Matthews	(1) Add Customer Service Training as a component of New Employee Orientation for all New hires and		1.Each employee will maintain an up-to-date copy of the "ABCs of CTC" document at their workstation or refer to the document on the website to aid in transferring misdirected calls.
		(2) Add customer service training for current employees		2.To further minimize the "run around" during call transfers, stay on the line and announce the call before the transfer is completed. This step will ensure that we have indeed transferred the call to the appropriate department/division within the institution.
		(3) Add Leadership training for administrators and managers		3.The source, frequency, and type of each call will be noted on a transfer log and turned in weekly to the Employee Training department for tracking.
Bookstore	Wettersten			1)Require all Bookstore employees receive at least 2 hours of formal customer service training. 2)Distribute "suggestion cards" to all interested customers during the fall semester. Suggestions will be reviewed by Gary Fuda and Regina Martinez-Woodruff.