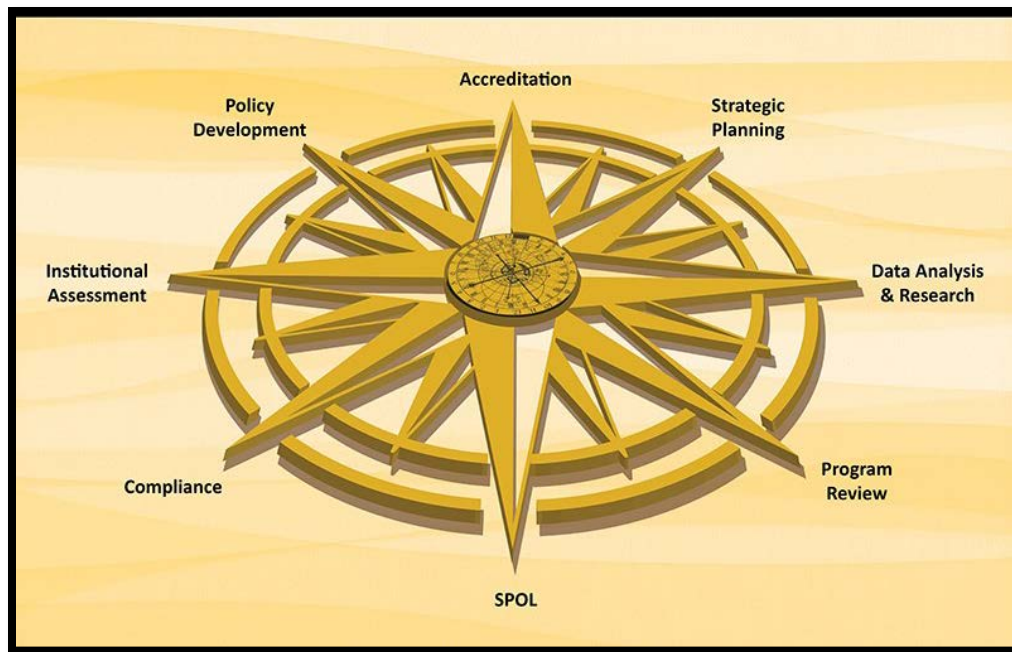


THREE RIVERS COLLEGE

Office of Institutional Effectiveness



Student Learning Outcomes Assessment Reports

2018-2019

Student Learning Outcomes Assessment Reports

Three Rivers College Program Managers create annual student learning outcomes assessment reports regarding the current learning progress of students within their respective programs. These assessment reports are created for reporting overall results for program-specific outcomes determined by the faculty. The program faculty, Department Chairs, the Dean of Academic Instruction, the Office of Institutional Effectiveness, as well as the Student Learning Improvement Committee, review these reports. Feedback is provided for the purpose of improvement.

Programs that submitted reports for the 2018-2019 academic year.

- [Business Management AAS](#)
- [Criminal Justice AAS](#)
- [Early Childhood Development AAS](#)
- [Education AAT](#)
- [Fire Science AAS](#)
- [Information Technology Specialist AAS](#)
- [Medical Billing and Coding AAS](#)
- [Nursing AAS](#)
- [Office Administration AAS](#)
- [Paramedic AAS](#)
- [Practical Nursing AAS](#)



THREE RIVERS COLLEGE

**Business Management AAS
Program Level SLO Report
Dr. Martha Kirkman – Program Manager**

2018-2019

Program Purpose Statement

The Business Management courses are designed to provide a two-year intensified business program. This program focuses on developing managerial skills needed for positions in the fields of marketing and management. Included in the Business Management program is an internship to provide specialized on-the-job work experience in the career for which the student is training. Students enrolled in the Business Management program will have the opportunity to join Collegiate DECA.

Program Outcomes

1. Apply analytical and critical-thinking skills with direct application to business environments.
2. Demonstrate effective oral, written and persuasive business communication.
3. Summarize human relations and diversity in professional and business environments.
4. Apply ethical and moral values to general business principles and practices.
5. Demonstrate proper use of technology and computer software applications as they apply to business management.
6. Analyze and interpret a business financial statement.

Curriculum Mapping

Three Rivers College Program Managers review their program curriculum to align instruction to programmatic outcomes. The exercise of curricular mapping allows Program Managers to evaluate the curriculum in a broader perspective to develop and implement an assessment plan for the program, reveal any gaps in the curriculum, and identify areas where improvement interventions can be implemented. This curriculum mapping also provides the faculty improved communication amongst program faculty and students. The subsequent curriculum maps are arranged by program outcome to correspond with the Student Learning Outcomes provided within this report for the 2018-19 academic year.

Business Management: Program Outcomes Mapping

Program Outcome 1: Apply analytical and critical-thinking skills with direct application to business environments.	
Course	Course Learning Outcome (CLO)
ACCT 216: Business Accounting	Apply GAAP for corporate financial reporting. (CLO 2)
	Construct a statement of cash flows using information from the accrual balance sheet and income statement. (CLO 3)
	Calculate financial ratios and use them to evaluate business performance. (CLO 4)
	Relate the use of accounting information to pricing and capital investment decision making. (CLO 5)
ACCT 219: Accounting Management Software	Develop the skills necessary to complete general ledger computer accounting for service and merchandising businesses. (CLO 1)
	Complete exercises involving accounts receivable, accounts payable, inventory and payroll. (CLO 2)
	Prepare financial statements and complete financial statement analysis. (CLO 3)
	Complete the accounting cycle using QuickBooks and Microsoft Office software. (CLO 4)
	Integrate QuickBooks with Microsoft Office applications. (CLO 5)
	Develop an understanding of service and merchandising computer accounting. (CLO 6)
ACCT 227: Financial Analysis and Budgeting	Develop an understanding of the budgeting process and complete a master budget for a manufacturer and a merchandiser. (CLO 1)
	Prepare financial statements for various types of companies. (CLO 2)
	Calculate and interpret measures of liquidity, solvency and profitability. (CLO 3)
BMGT 105: Career Management	Construct a database of professional contacts. (CLO 1)
	Compile and analyze dates and personal experiences. (CLO 2)
	Arrange an informational interview with a job target. (CLO 3)
	Compose professional cover letter and resume. (CLO 4)
	Identify education, skills, and personal qualifications. (CLO 5)
BMGT 107: Hospitality and Tourism	Identify and describe the major types of businesses found in the hotel/lodging and travel/tourism industry. (CLO 1)
	Identify the role restaurant and managed services has in the travel/tourism industry. (CLO 2)
	Describe the benefits and economic impact of tourism. (CLO 3)
	Differentiate between recreation and gaming entertainment. (CLO 4)
	Describe the operational areas of the hospitality industry. (CLO 5)

Program Outcome 1 continued

Course	Course Learning Outcome (CLO)
BMGT 108: Human Resource management	Demonstrate management and supervisory skills. (CLO 1)
	Recognize the key challenges to human resource management in developing the flexible and skilled workforce needed to compete effectively. (CLO 2)
	Identify the individual practices and policies that make up human resource management. (CLO 3)
BMGT 215: Supervisory Development	Describe positive relations with employers, customers, and co-workers. (CLO 1)
	Apply problem-solving techniques appropriate in supervision. (CLO 2)
	Recognize the functions of management. (CLO 3)
BMGT 239: Entrepreneurship	Describe strategies for formulating positive relationships with customers and employees. (CLO 1)
	Formulate a business plan. (CLO 3)
BUAD 120: Introduction to Business	Recognize the roles of the four functions of management. (CLO 1)
	Identify the types of business ownership. (CLO 2)
	Interpret good business ethics and socially responsible business practice. (CLO 3)
	Recognize the importance of creating a flexible organization through proper implementation of human resource management. (CLO 4)
	Describe how the use of marketing develops customer relationships. (CLO 5)
BUAD 221: Fundamentals of Management	Describe the roles and responsibilities of managers. (CLO 1)
	Explain the challenges managers face in the context of business. (CLO 2)
	Explain the management functions of planning, organizing, leading and controlling. (CLO 3)
MKTG 115: Principles of Marketing	Recognize the components of product, price, place and promotion. (CLO 1)
	Identify the major channel strategy decisions. (CLO 2)
	Describe the major advertising media. (CLO 3)
MKTG 119: Advertising	Gain knowledge of the context, concepts, and processes of advertising management. (CLO 1)
	Be better able to evaluate and determine how target market is identified and managed as a goal of the advertising/marketing function. (CLO 2)
	Be able to use creative processes and teamwork to develop and evaluate the effectiveness of advertisements. (CLO 3)
	Develop an effective ad campaign for the Merchants Showcase. (CLO 4)
	Develop a formal advertising plan for a local business. (CLO 5)

Program Outcome 1 continued

MKTG 128: Professional Selling	Demonstrate professional standards of appearance and behavior required for selling. (CLO 1)
	Apply the techniques of selling. (CLO 2)
	Recognize the essential social, ethical, and legal sales issues involved in being a professional salesperson. (CLO 3)
	Identify methods used in training, staffing, motivating, and evaluating salespeople. (CLO 4)
MKTG 297 Internship	Analyze personal interests, aptitudes, traits, abilities and attitudes. (CLO 1)
	Show professional standards of appearance and behavior required for employment. (CLO 2)
	Identify personal occupational requirement. (CLO 3)
SCOM 125: Communication in the Workplace	Identify the elements of human communication including process, barriers, and rules for sharing meaning. (CLO 1)
	Identify the role of perception in the communication process. (CLO 2)
	Use new skills to recognize and minimize the impact of perception on "miscommunication". (CLO 3)
	Identify how cultural differences impact communication outcomes. (CLO 4)
	Interpret nonverbal elements of communication including body language, gestures, facial expressions, etc. (CLO 6)
	Recognize the importance of listening as a tool of communication. (CLO 7)
	Demonstrate critical thinking skills. (CLO 8)
Explain how frame of reference influences communication outcomes. (CLO 11)	

Program Outcome 2:**Demonstrate effective oral, written and persuasive business communication.**

Course	Course Learning Outcome (CLO)
BMGT 105: Career Management	Arrange an informational interview with a job target. (CLO 3)
BMGT 107: Hospitality and Tourism	Identify and describe the major types of businesses found in the hotel/lodging and travel/tourism industry. (CLO 1)
	Identify the role restaurant and managed services has in the travel/tourism industry. (CLO 2)
BMGT 108: Human Resource Management	Demonstrate management and supervisory skills. (CLO 1)
	Recognize the key challenges to human resource management in developing the flexible and skilled workforce needed to compete effectively. (CLO 2)
BMGT 215: Supervisory Development	Describe positive relations with employers, customers, and co-workers. (CLO 1)
	Apply problem-solving techniques appropriate in supervision. (CLO 2)
BMGT 235: Customer Service	Develop a heightened awareness of the challenges and opportunities in customer service. (CLO 1)
	Demonstrate techniques for exceeding expectations in value, information, convenience and timing in order to create greater customer loyalty. (CLO 2)
	Show specific and personal communication behaviors that engage customers. (CLO 3)
BMGT 239: Entrepreneurship	Describe strategies for formulating positive relationships with customers and employees. (CLO 1)
	Formulate a business plan. (CLO 3)
BUAD 120: Introduction to Business	Recognize the roles of the four functions of management. (CLO 1)
	Interpret good business ethics and socially responsible business practice. (CLO 3)
BUAD 221: Fundamentals of Management	Describe the roles and responsibilities of managers. (CLO 1)
	Explain the challenges managers face in the context of business. (CLO 2)
	Explain the management functions of planning, organizing, leading and controlling. (CLO 3)
MKTG 115: Principles of Marketing	Describe the major advertising media. (CLO 3)

Program Outcome 2 continued

MKTG 119: Advertising	Gain knowledge of the context, concepts, and processes of advertising management. (CLO 1)
	Be able to use creative processes and teamwork to develop and evaluate the effectiveness of advertisements. (CLO 3)
	Develop an effective ad campaign for the Merchants Showcase. (CLO 4)
	Develop a formal advertising plan for a local business. (CLO 5)
MKTG 128: Professional Selling	Demonstrate professional standards of appearance and behavior required for selling. (CLO 1)
	Apply the techniques of selling. (CLO 2)
MKTG 297: Internship	Show professional standards of appearance and behavior required for employment. (CLO 2)
	Identify personal occupational requirement. (CLO 3)
	Demonstrate positive relations with employers, customers, and co-workers. (CLO 4)
	Exhibit professional responsibility in relation to company, profession, and industry goals. (CLO 5)
SCOM 125: Communication in the Workplace	Use new skills to recognize and minimize the impact of perception on "miscommunication". (CLO 3)
	Identify how cultural differences impact communication outcomes. (CLO 4)
	Demonstrate basic communication skill sets such as phone etiquette, conflict management, conducting meetings and interviews, and interfacing with customers at all access points in the workplace. (CLO 5)
	Interpret nonverbal elements of communication including body language, gestures, facial expressions, etc. (CLO 6)
	Recognize the importance of listening as a tool of communication. (CLO 7)
	React appropriately to the different styles of human communication including assertion, aggression and passive behavior. (CLO 9)
	Use effective communication skills in a team environment. (CLO 10)
	Explain how frame of reference influences communication outcomes. (CLO 11)

**Program Outcome 3:
Summarize human relations and diversity in professional and business environments.**

Course	Course Learning Outcome
BMGT 108: Human Resource Management	Demonstrate management and supervisory skills. (CLO 1)
	Recognize the key challenges to human resource management in developing the flexible and skilled workforce needed to compete effectively. (CLO 2)
	Identify the individual practices and policies that make up human resource management. (CLO 3)
BMGT 215: Supervisory Development	Describe positive relations with employers, customers, and co-workers. (CLO 1)
	Apply problem-solving techniques appropriate in supervision. (CLO 2)
	Recognize the functions of management. (CLO 3)
BMGT 235: Customer Service	Develop a heightened awareness of the challenges and opportunities in customer service. (CLO 1)
	Demonstrate techniques for exceeding expectations in value, information, convenience and timing in order to create greater customer loyalty. (CLO 2)
BMGT 239: Entrepreneurship	Describe strategies for formulating positive relationships with customers and employees. (CLO 1)
	Formulate a business plan. (CLO 3)
BUAD 120: Introduction to Business	Interpret good business ethics and socially responsible business practice. (CLO 3)
	Recognize the importance of creating a flexible organization through proper implementation of human resource management.
BUAD 221: Fundamentals of Management	Describe the roles and responsibilities of managers. (CLO 1)
	Explain the challenges managers face in the context of business. (CLO 2)
	Explain the management functions of planning, organizing, leading and controlling. (CLO 3)
MKTG 119: Advertising	Be able to use creative processes and teamwork to develop and evaluate the effectiveness of advertisements. (CLO 3)
MKTG 128: Professional Selling	Recognize the essential social, ethical, and legal sales issues involved in being a professional salesperson. (CLO 3)
	Identify methods used in training, staffing, motivating, and evaluating salespeople. (CLO 4)
MKTG 297: Internship	Identify personal occupational requirement. (CLO 3)
	Demonstrate positive relations with employers, customers, and co-workers. (CLO 4)
	Exhibit professional responsibility in relation to company, profession, and industry goals. (CLO 5)

Program Outcome 3 continued

SCOM 125: Communication in the Workplace	Identify how cultural differences impact communication outcomes. (CLO 4)
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**Program Outcome 4:
Apply ethical and moral values to general business principles and practices.**

Course	Course Learning Outcome (CLO)
ACCT 216: Business Accounting	Identify the role of the accounting profession in ethical business decision-making. (CLO 1)
	Apply GAAP for corporate financial reporting. (CLO 2)
ACCT 219: Accounting Management Software	Prepare financial statements and complete financial statement analysis. (CLO 3)
ACCT 227: Financial Analysis and Budgeting	Develop an understanding of the budgeting process and complete a master budget for a manufacturer and a merchandiser. (CLO 1)
	Calculate and interpret measures of liquidity, solvency and profitability. (CLO 3)
BMGT 105: Career Management	Compose professional cover letter and resume. (CLO 4)
BMGT 108: Human Resource Management	Demonstrate management and supervisory skills. (CLO 1)
	Recognize the key challenges to human resource management in developing the flexible and skilled workforce needed to compete effectively. (CLO 2)
	Identify the individual practices and policies that make up human resource management. (CLO 3)
BMGT 215: Supervisory Development	Describe positive relations with employers, customers, and co-workers. (CLO 1)
	Apply problem-solving techniques appropriate in supervision. (CLO 2)
	Recognize the functions of management. (CLO 3)
BMGT 235: Customer Service	Develop a heightened awareness of the challenges and opportunities in customer service. (CLO 1)
BMGT 239: Entrepreneurship	Formulate a business plan. (CLO 3)
BUAD 120: Introduction to Business	Recognize the roles of the four functions of management. (CLO 1)
	Interpret good business ethics and socially responsible business practice. (CLO 3)

Program Outcome 4 continued

BUAD 221: Fundamentals of Management	Describe the roles and responsibilities of managers. (CLO 1)
	Explain the challenges managers face in the context of business. (CLO 2)
	Explain the management functions of planning, organizing, leading and controlling. (CLO 3)
MKTG 118: Retail Merchandising	Identify the role of the retail profession in ethical business decision-making. (CLO 1)
	Recognize the components of a budget to create a financial plan. (CLO 2)
MKTG 119: Advertising	Develop an effective ad campaign for the Merchants Showcase. (CLO 4)
	Develop a formal advertising plan for a local business. (CLO 5)
MKTG 128: Professional Selling	Apply the techniques of selling. (CLO 2)
	Recognize the essential social, ethical, and legal sales issues involved in being a professional salesperson. (CLO 3)
	Identify methods used in training, staffing, motivating, and evaluating salespeople. (CLO 4)
MKTG 297: Internship	Show professional standards of appearance and behavior required for employment. (CLO 2)
SCOM 125: Communication in the Workplace	Identify how cultural differences impact communication outcomes. (CLO 4)

**Program Outcome 5:
Demonstrate proper use of technology and computer software applications
as they apply to business management.**

Course	Course Learning Outcome
ACCT 216: Business Accounting	Apply GAAP for corporate financial reporting. (CLO 2)
	Construct a statement of cash flows using information from the accrual balance sheet and income statement. (CLO 3)
	Calculate financial ratios and use them to evaluate business performance. (CLO 4)
	Relate the use of accounting information to pricing and capital investment decision making. (CLO 5)
ACCT 219: Accounting Management Software	Develop the skills necessary to complete general ledger computer accounting for service and merchandising businesses. (CLO 1)
	Complete exercises involving accounts receivable, accounts payable, inventory and payroll. (CLO 2)
	Prepare financial statements and complete financial statement analysis. (CLO 3)
	Complete the accounting cycle using QuickBooks and Microsoft Office software. (CLO 4)
	Integrate QuickBooks with Microsoft Office applications. (CLO 5)
	Develop an understanding of service and merchandising computer accounting. (CLO 6)
ACCT 227: Financial Analysis and Budgeting	Prepare financial statements for various types of companies. (CLO 2)
	Calculate and interpret measures of liquidity, solvency and profitability. (CLO 3)
BMGT 105: Career Management	Construct a database of professional contacts. (CLO 1)
	Compose professional cover letter and resume. (CLO 4)
BMGT 239: Entrepreneurship	Identify components of a budget. (CLO 2)
	Formulate a business plan. (CLO 3)
BUAD 120: Introduction to Business	Recognize the roles of the four functions of management. (CLO 1)
MKTG 118: Retail Merchandising	Recognize the components of a budget to create a financial plan. (CLO 2)
	Interpret point-of-sale operations. (CLO 3)

**Program Outcome 6:
Analyze and interpret a business financial statement.**

Course	Course Learning Outcome
ACCT 216: Business Accounting	Apply GAAP for corporate financial reporting. (CLO 2)
	Construct a statement of cash flows using information from the accrual balance sheet and income statement. (CLO 3)
	Calculate financial ratios and use them to evaluate business performance. (CLO 4)
	Relate the use of accounting information to pricing and capital investment decision making. (CLO 5)
ACCT 219: Accounting Management Software	Develop the skills necessary to complete general ledger computer accounting for service and merchandising businesses. (CLO 1)
	Complete exercises involving accounts receivable, accounts payable, inventory and payroll. (CLO 2)
	Prepare financial statements and complete financial statement analysis. (CLO 3)
ACCT 227: Financial Analysis and Budgeting	Develop an understanding of the budgeting process and complete a master budget for a manufacturer and a merchandiser. (CLO 1)
	Prepare financial statements for various types of companies. (CLO 2)
BMGT 239: Entrepreneurship	Identify components of a budget. (CLO 2)
	Formulate a business plan. (CLO 3)
MKTG 118: Retail Merchandising	Recognize the components of a budget to create a financial plan. (CLO 2)
	Interpret point-of-sale operations. (CLO 3)

Introduction

The Business Management program focuses on developing managerial skills needed for positions in the fields of marketing and management. There are faculty from the Business Department as well as faculty from the Communications Department on campus who teach the courses for this degree program so additional coordination is required in order to ensure the outcomes are aligned and appropriately assessed. The data and information have been collected and analyzed from the Spring 2019 and Fall 2018 semesters. Artifacts collected came from the following courses: BMGT 235 Customer Service; SCOM 125 Communication in the Workplace; BMGT 108 Human Resource Management; BMGT 215 Supervisory Development and MKTG 118 Retail Merchandising. Data has been aligned to the Business Management (AAS) course mapping plan and further to the individual rubrics used within each course where information was collected.

Based on the findings in this report, discussions with the SLIC review committee have been conducted to make changes to the program so that the activities and rubrics better align with the program outcomes. Rubrics will be revised, artifacts will be studied, and the importance of student outcomes will be emphasized to students. It is expected that by making these changes we will see an increase in the percentage of students who move away from the No Evidence and Novice levels to the Competent and Mastery levels. For all outcomes, we will focus on areas where scores fell below Mastery.

Program Outcome #1 Rubric

Apply analytical and critical-thinking skills with direct application to business environments.

	No Evidence	Novice	Competent	Mastery
Analyze Evidence with direct application to business	Relevance and credibility of evidence with direct application to business environments are not established.	Recognizes relevant evidence but fails to establish credibility with direct application to business environments.	Analyzes relevant evidence and its credibility with direct application to business environments.	Evaluates relevant evidence and its credibility with direct application to business environments.
Analyze Assumptions with direct application to business	Assumptions with direct application to business environments are not identified.	Recognizes relevant assumptions with direct application to business environments.	Analyzes relevant assumptions with direct application to business environments.	Evaluates relevant assumptions with direct application to business environments.
Formulate Judgments and Solutions with direct application to business	Judgments and solutions with direct application to business environments are not formulated.	Formulates judgments and solutions with direct application to business environments.	Formulates and articulates reasons for judgments and solutions with direct application to business environments.	Formulates, articulates reasons for and recognizes potential consequences of judgements and solutions with direct application to business environments.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
BMGT 235	Customer Service	1	10	Sections 1 Students 10	Sections 0 Students 0	Sections 0 Students 0	FT: 1 PT: 0	Yes

	No Evidence	Novice	Competent	Mastery	Total # of Students
Analyze evidence with direct application to business	0	0	0	10	10
Analyze assumptions with direct application to business	0	0	1	9	10
Formulate judgments and solutions with direct application to business	0	0	1	9	10

Assessment Result

Program Outcome 1: Apply analytical and critical-thinking skills with direct application to business environments.

During previous assessment cycles students were assessed in MKTG 215 Principles of Marketing. This course is required during the students' first year of study. Faculty determined it would be better to allow students time to develop their analytical and critical thinking skills with direct application to business environments before this outcome is assessed. This outcome is now assessed during the students' second year of study in the BMGT 235 Customer Service Management course. Students are required to complete a book review about customer service where they provide a synopsis and personal assessment of the book. They are also required to include their ideas on how the concepts they learned from the book could be applied to Three Rivers College or their current place of employment. There were 10 students who completed this

assignment. As a class, students scored in the Competent and Mastery level for all competencies. The instructor believes the reason all 10 students scored in this range is because this outcome is not being assessed until later in the program when students have had the opportunity to learn these skills. Due to the timing within the program, this outcome was being assessed in the first year of the program but was changed to better evaluate this outcome within this assessment cycle.

Analysis

Assessing application of analytical and critical-thinking skills during the first year of the students' college career was too soon. This outcome assessment was moved to the students' final year of coursework. Because of this move a direct comparison to last years' data cannot be made but will be used to make comparisons when the next assessment cycle data is reported. In addition, a revised rubric was used to assess students' level of competency. Based on the data collected during this assessment cycle, students' skills are at the competent or mastery level for all competencies, which indicates that the appropriate skills are being taught in the courses leading up to the students' final semester. The instructor believes this is because the students have had more time to develop their analytical and critical-thinking skills and is better prepared to demonstrate these skills.

Use of Results for Improvement

For future assessment cycles, the instructor plans to analyze the data to determine areas within the program that could be strengthened to better prepare the students to demonstrate their ability to apply analytical and critical thinking skills with direct application to business environments.

Program Outcome #2 Rubric

Demonstrate effective oral, written and persuasive business communication.

	No Evidence	Novice	Competent	Mastery
Attention Step	The sales presentation does not open with an effective attention step.	The sales presentation opens with a weak attempt at capturing the client's attention & interest.	The attention step is present, but needs further creative development.	The attention step grabs the client's attention in a creative way and makes the audience want to hear more.
Need Step	The Need/Problem was not clearly defined and/or did not relate to the client.	The Need/Problem was unclear/unrealistic; not relatable to the client; minimal use of supporting materials.	The Need/Problem was clear with adequate supporting material. Somewhat relatable to the client.	Presenter explicitly states the need/problem, supports this with research, and relates the issue directly to the audience. The Need is realistic and serious enough to be worthy of the client's time and attention.
Satisfaction Step	The Satisfaction/Solution was not stated, demonstrated and/or was too difficult for client to act upon or understand. The solution may not have been an action but rather an attitude or belief change instead.	The Satisfaction/Solution was unclear; may be too idealistic; May need more demonstration or to be more realistic for the client to act upon.	The Satisfaction/Solution was demonstrated with some relevant evidence; mostly relatable to the client; mostly realistic.	The presenter clearly states the action that they want to client to adopt. Provides explanations to ensure the client understands; demonstrates how the solution works step by step. Shows how the solution has worked elsewhere. The solution is realistic and measurable;
Visualization Step	No noticeable Visualization of the benefits/consequences.	The Visualization Step was minimal and/or did not give clear ideas of the benefits/consequences to adopting the solution. May have had inappropriate material.	The Visualization Step was clear enough for the client to get an image of the future. The speaker was able to give an idea of what the benefits/consequences were.	The Visualization Step was clear to the audience. Presenter used emotional appeals to give the client a vivid image of the future; used realistic examples of what life would be like with or without the adopted solution. Presenter demonstrates how their proposal is better than other solutions.

	No Evidence	Novice	Competent	Mastery
Action Step	Action Step was too vague or nonexistent in the presentation.	The Action Step may be too vague for the client to adopt right away, or may need more specifics as to how to get started.	The Action Step was appropriate and somewhat realistic for the client to adopt.	The presenter provided specific steps/measures needed to complete the action and issued a challenge or appeal to the client to take action right NOW.
Information Management	No evidence of outside research and/or how to create, use and present visual aids during the presentation.	Ineffective information used to support main points of speech. Shows little understanding of how to locate and/or evaluate resources. Not many oral source citations. Audiovisual aids may be unprofessional and/or inadequate for the presentation.	Appropriate information management skills. Speaker shows some understanding of locating, evaluating, and citing sources orally in speech. Appropriate audiovisual aids.	Effective information management skills. The sales presentation was well supported with research, credible sources, clear oral source citations, and vivid audio-visual support.
Delivery	Severe lack of enthusiasm and interest the content, client, and purpose of the presentation. Speaker's style sounds like written style leading to disengagement of the material with the client. Speech was scripted. No eye contact with audience.	Gives an impression to the client (intentionally or unintentionally) that they are uncomfortable and/or at times lacks interest in the topic. Trying to look up and make eye contact but more of an effort needs to be made.	Well-practiced to look and sound moderately comfortable. Good effort at extemporaneous delivery - trying to make eye contact with most audience members. Using notes for many main points and some dependency on notes.	Overall presence was engaging, genuine, dynamic, and confident. Speaker actively projects his or her personality using components of oral style, which makes the speech sound genuine and natural. Solid extemporaneous delivery and eye contact. Using notes subtly for specific details and direct quotations only.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
SCOM 125	Communication in the Workplace	2	27	Sections 2 Students 26	Sections 0 Students 0	Sections 0 Students 0	FT: 1 PT: 0	Yes

Course being reported: SCOM 125 – 001 Communication in the Workplace

	No Evidence	Novice	Competent	Mastery	Total # of Students
Attention Step	0	0	10	5	15
Need Step	0	0	10	5	15
Satisfaction Step	0	0	10	5	15
Visualization Step	0	0	10	5	15
Action Step	0	0	10	5	15
Information Management	0	5	10	0	15
Delivery	0	2	5	8	15

Course being reported: SCOM 125 – 710H Communication in the Workplace

	No Evidence	Novice	Competent	Mastery	Total # of Students
Attention Step	0	0	4	8	12
Need Step	0	0	4	8	12
Satisfaction Step	0	0	4	8	12
Visualization Step	0	4	3	4	12
Action Step	0	0	8	4	12
Information Management	0	0	4	8	12
Delivery	0	0	6	6	12

Assessment Result

Program Outcome 2: Demonstrate effective oral, written, and persuasive business communication.

Students are required to complete a sales presentation to the class where they sell a product to the class. There were two sections of SCOM 125 Communication in the Workplace that were used to assess this outcome with the same full-time instructor teaching both sections. One section is during the day on the main campus and the other section is in the evening at an external campus. There were 15 students who completed the assignment on the Poplar Bluff campus and 12 students who completed the assignment at the external location. Section 1 students scored competent for competencies 1 (Attention Step 67%), 2 (Need Step 67%), 3 (Satisfaction Step 67%), 4 (Visualization Step 67%), 5 (Action Step 67%), 6 (Information Management 67%) and 7 (Delivery 33%). Students scored Mastery for competencies 1 (Attention Step 33%), 2 (Need Step 33%), 3 (Satisfaction Step 33%), 4 (Visualization Step 33%), 5 (Action Step 33%) and 7 (Delivery 53%). Students scored Novice for competency 6 (Information Management 33%) and for competency 7 (Delivery 13%).

For section 2, students scored competent for competencies 1 (Attention Step 33%), 2 (Need Step 33%), 3 (Satisfaction Step 33%), 4 (Visualization Step 25%), 5 (Action Step 67%), 6 (Information Management Step 33%), and 7 (Delivery 50%). Students scored Mastery for competencies 1 (Attention Step 67%), 2 (Need Step 67%), 3 (Satisfaction Step 67%), 4 (Visualization Step 33%), 5 (Action Step 33%), 6 (Information Management 67%) and 7 (Delivery 50%). Students scored Novice for competency 4 (Visualization Step 33%).

Based on this data it appears that students' skills on average are between the competent and mastery levels, which indicates that the appropriate skills are being taught in the class. In a comparison from last years' data for section 1, even though scores remained in the mastery and competent ranges the averages were lower in competencies 1, 2, 3, 4, and 6, the average remained steady for competency 5 and the average for competency 7 increased. In a comparison from last years' data for section 2 all 7 competencies' averages increased. For the on-campus section there appears to be a minimal need for some reinforcement for the information management and delivery competencies. For the external location section there appears to be a minimal need for some reinforcement for the visualization step competency.

Analysis

The instructor believes that the new speech outline template that follows the Monroe's Motivated Sequence that has been used as a psychological tool in the marketing and sales industry for decades helped the students better understand the elements of the sequence. The instructor plans to continue to focus on teaching the various strategies in the sequence to incorporate them into the sales presentations. The instructor believes to better prepare students for presentations additional speaking exercises should be added to the class to enhance their delivery skills.

The instructor noticed a significant difference between the Fall 2017 and Fall 2018 evening advantage/hybrid sections. The SCOM 125 Communication in the Workplace sections in the fall 2018 were comprised of more students who were adept at research and delivery skills, which were skills not evident in the previous assessment cycle.

For both sections the instructor plans to introduce the Formal Sales Presentation project at the beginning of the course for the upcoming assessment cycle to allow more time for students to work on their projects. The presentation project will then be an overarching project that spans the entire semester instead of just the final 3 weeks of the course as it has been delivered up until now.

Use of Results for Improvement

The instructor will continue to focus on instruction in the area of how to use various strategies in a sales presentation in the exact order for which Monroe's calls. To help with the disparity in the scores for outcome 2 the instructor plans to introduce the Formal Sales Presentation earlier in the semester to the students than has been in the past. The instructor will add speaking exercises into the class to enhance delivery skills.

Program Outcome #3 Rubric

Summarize human relations and diversity in professional and business environments.

	No Evidence	Novice	Competent	Mastery
Summarize case study with human relations and diversity concepts and theories	Summarizes case study with no usage of human relations and diversity concepts and theories	Summarizes case study using at least 1 human relations and diversity concepts and theories	Summarizes case study using at least 2 human relations and diversity concepts and theories	Fully summarizes case study using more than 2 human relations and diversity concepts and theories
Identify human relations and diversity problem/problems addressed in the case study	Human relations and diversity problem/problems are not addressed in the case study	Identifies 1 human relations and diversity problem/problem addressed in the case study	Identifies 2 human relations and diversity problem/problems addressed in the case study	Identifies more than 2 human relations and diversity problem/problems addressed in the case study
Formulate causes of and solutions to human relations and diversity problems	Causes and solutions to human relations and diversity problems are not formulated	Identifies solutions to human relations and diversity problems	Describes causes of human relations and diversity problems	Formulates causes of and solutions to human relations and diversity problems

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
BMGT 108	Human Resource Management	1	27	Sections 0 Students 0	Sections 1 Students 27	Sections 0 Students 0	FT: 1 PT: 0	Yes

	No Evidence	Novice	Competent	Mastery	Total # of Students
Summarize case study with human relations and diversity concepts and theories	13	0	0	14	27
Identify human relations diversity problem/problem addressed in case study	2	2	1	22	27
Formulate causes of and solutions to human relations and diversity problems	1	0	0	26	27

Assessment Result

Program Outcome 3: Summarize human relations and diversity in professional and business environment.

This outcome is assessed in BMGT 108 Human Resource Management. Students are required to complete a case study that relates to human relations and diversity in business. They are to read the case and then provide a summary of the case where they will include concepts and theories they have learned in the class. They then identify human relations diversity problem(s) addressed in the case as well as causes of and solutions to human relations and diversity problems. There were 27 students who completed the assignment. As a class students scored mastery for competency 1 (summarize case study with human relations and diversity concepts and theories 52%) with 48% of students scoring at the No Evidence level for competency 1, and mastery for competency 2 (Identify human relations

diversity problem/problems being addressed in the case 81%), and mastery for competency 3 (formulate causes of and solutions to human relations and diversity problems 96%). Based on this data it appears that the students' skills are, on average, at the mastery level which indicates that the appropriate skills are being taught in the class. Students appear to have strong skills for outcome 3; however, outcomes 1 and 2 will need more reinforcement in future semesters to strengthen their skills and knowledge.

Analysis

This data indicates that for the coming assessment cycle an emphasis needs to be placed on including a summary with human relations and diversity concepts and theories. Even though students scored in the mastery range their scores are on the low end of that range at 52% and the instructor would like to see an increase in their level of competency. For future assessments comparisons will be made using the revised rubric.

Use of Results for Improvement

To help students improve their abilities to appropriately summarize the case, an emphasis needs to be placed on tying concepts and theories in the classroom to real-life scenarios. Students are exhibiting their ability to summarize cases and show their knowledge of recognizing human relations and diversity but are falling short in using the concepts and theories they have learned in the classroom within their summaries. The instructor plans to show examples and have students practice in tying the summary and concepts and theories together.

Program Outcome #4 Rubric

Apply ethical and moral values to general business principles and practices.

	No Evidence	Novice	Competent	Mastery
Identify ethical/moral dilemma	Does not identify ethical/moral dilemma	Identifies ethical/moral dilemma vaguely	Identifies ethical/moral dilemma	Identifies ethical/moral dilemma in detail
Determine stakeholders in ethical and moral decisions	Does not identify stakeholders	Does not determine all stakeholders involved in ethical/moral dilemma	Determines stakeholders involved in ethical/moral dilemma with no reflection of stakeholders' viewpoints	Determines stakeholders involved in ethical/moral dilemma and thoroughly reflects stakeholders' viewpoints
Formulate decisions and plans in ethical and moral dilemmas	Does not formulate clear decisions and plans in ethical and moral dilemmas	Exhibits difficulty formulating decisions and plans in ethical and moral dilemmas	Formulates decisions with no articulation of plans to execute the decision in ethical and moral dilemmas	Formulates decisions and articulates plans to execute the decision in ethical and moral dilemmas
Identify lessons learned from ethical and moral dilemma	Does not identify lessons from ethical and moral dilemma	Identifies a lesson from ethical and moral dilemma	Identifies at least two lessons from ethical and moral dilemma	Clearly identifies several lessons from ethical and moral dilemma

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
BMGT 215	Supervisory Development	2	16	Sections 2 Students 16	Sections 0 Students 0	Sections 0 Students 0	FT: 1 PT: 1	Yes

First Course being reported: BMGT 215-001 Supervisory Development

	No Evidence	Novice	Competent	Mastery	Total # of Students
Identify ethical/moral dilemma	1	0	1	5	7
Determine stakeholders in ethical and moral decisions	1	1	4	1	7
Formulate decisions and plans in ethical and moral dilemmas	1	2	2	2	7
Identify lessons learned from ethical and moral dilemma	2	1	2	2	7

Second Course being reported: BMGT 215-710 Supervisory Development

	No Evidence	Novice	Competent	Mastery	Total # of Students
Identify ethical/moral dilemma	0	0	2	7	9
Determine stakeholders in ethical and moral decisions	0	0	5	4	9
Formulate decisions and plans in ethical/moral dilemmas	0	2	7	0	9
Identify lessons learned from ethical/moral dilemmas	0	3	2	4	9

Assessment Result

Program Outcome 4: Apply ethical and moral values to general business principles and practices.

This outcome is assessed in BMGT 215 Supervisory Development. Students are required to complete an ethics assignment where they research one event in the past two years that has brought business ethics to national attention. Then, students prepare a paper and identify the ethical/moral dilemma. Within the paper they determine who the stakeholders are in the ethical/moral decisions, formulate decisions and plans to solve the dilemma and identify lessons they learned from the dilemma. They are required to locate at least four journal articles and prepare a four-page paper.

There were two sections of this course that were assessed with a total of 16 students who completed this assignment. The Poplar Bluff campus section of this course is taught during the day by a full-time faculty member. There were 7 students assessed and the students scored in mastery range for competency 1 (identify ethical/moral dilemma 81%) and in the lower end of the competent range for the other 3 competencies (determine stakeholders in ethical and moral decisions 57%), (formulate decisions and plans in ethical/moral dilemmas 57%) and (identify lessons learned from ethical/moral dilemmas 53%). Based on this data for the Poplar Bluff campus section it appears that students' skills are at the mastery range in identifying ethical/moral dilemmas but in the lower end of competent with the other three competencies. A second section at an external location being taught in the evening by an adjunct faculty member was assessed for this outcome with 9 students being assessed. Students scored in the mastery range for competencies 1 (identify ethical/moral dilemma

94%), 2 (determine stakeholders in ethical and moral decisions 81%), and competent for competencies 3 (formulate decisions and plans in ethical/moral dilemmas 59%), and 4 (identify lessons learned from ethical/moral dilemmas 70%).

Based on feedback from the SLIC committee the rubric that had been used to assess this outcome was not accurate in assessing the outcome. The rubric for this outcome was changed to better assess the outcome for this assessment cycle, therefore a comparison to last years' scores cannot be completed but in future assessment cycles comparisons will be made.

Analysis

A new rubric that better aligns with the outcome was developed and was used to collect data for this assessment. Because a new rubric was used to assess outcome 4 direct comparisons cannot be made between the 2017/18 cycle and the 2018/19 cycle; however, studying this data indicates that the majority of students scored in the mastery range in the criteria in the Poplar Bluff campus section and competent for the other three criteria. Students scored in the mastery range in two criteria in the off-campus location and competent in the other two criteria. Even though students scored in the mastery and competent range for all criteria the average for the competent criteria was low (between 52%-70%). Students appear to struggle with identifying stakeholders within ethical and moral decisions and formulating decisions and plans in ethical and moral decisions.

Use of Results for Improvement

Based on the analysis of the data an emphasis will be placed in the criteria where students appear to be struggling in the upcoming assessment cycle. The instructor believes the students understand what stakeholders are but are struggling with how the stakeholders may be involved in ethical/moral dilemmas. The instructor can incorporate activities within the classroom where students are shown how stakeholders are involved in ethical and moral decisions and then given practice opportunities to identify who stakeholders are and how they are involved. The instructor will also be able to collect additional data in the upcoming assessment cycle to make direct comparisons.

Program Outcome #5

Demonstrate proper use of technology and computer software applications as they apply to business management.

	No Evidence	Novice	Competent	Mastery
Applications: Use of software applications	No attempt to correct errors or format the documents properly.	Little attempt to correct errors or format the documents in the proper application.	Document is relatively error free in either a word or excel document.	Document is error free in either a word or excel document.
Content: Subject matter or elements of the assignment covered	Student failed to demonstrate an understanding of the subject or elements of the assignment.	The assigned content is complete but student demonstrates only a basic understanding of the subject matter.	Elements of the assignment are complete and student demonstrates a good understanding of the subject matter with minor errors.	All elements of the assignment are complete and the level of detail demonstrates a deep understanding of the content.
Input: accuracy and errors	Student has submitted incomplete documents.	Student has completed and submitted the required documents but there is little attempt to correct errors or make use of spell check.	Document was edited with a minimal amount of errors.	Document was edited for keystroke and formatting and is completely error free and properly formatted.
Output: finished documents and tasks	Student has completed little of the assigned tasks.	Some of the assignment is incomplete or missing.	Student has organized the assignment in a format that is logical but some of the calculations are inaccurate.	Student has taken care that the assignment is clearly, accurately and neatly completed in a professional manner.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved ?
MKTG 118	Retail Merchandising	1	18	Sections Students	Sections 1 Students 18	Sections Students	FT: 1 PT: 0	Yes

First course being reported: MKTG 118 Retail Merchandising

	No Evidence	Novice	Competent	Mastery	Total # of Participants
Application: Use of software applications	1	3	1	13	18
Content: Subject matter or elements of the assignment covered	1	3	1	13	18
Input: Accuracy and errors	1	3	1	13	18
Output: Finished documents and tasks	1	3	1	13	18

Assessment Result

Program Outcome 5: Demonstrate proper use of technology and computer software applications as they apply to business management.

In previous assessment cycles, this outcome was assessed in ACCT 227 Financial Analysis and Budgeting and ACCT 219 Accounting Management Software. It was determined this outcome could also be assessed in MKTG 118 Retail Merchandising so going forward the data will be collected from this course. Students are provided with a blank 6-month merchandising budget for a fictitious retail store and are required to complete the

budget for the upcoming season. They are to use the proper software applications and complete the document by using proper formulas learned in class.

There were 18 students who completed this assignment and the majority of students scored in the mastery range for this assignment. Because the course this outcome is being assessed was changed to better assess the outcome for this assessment cycle a comparison to last years' scores cannot be completed but in future assessment cycles comparisons will be made.

Analysis

In previous assessment cycles this outcome (demonstrate proper use of technology and computer software applications as they apply to business management) was assessed in ACCT 227 Financial Analysis and Budgeting and ACCT 219 Accounting Management Software. It was determined this outcome could be assessed using only one course so data from this assessment cycle was collected from MKTG 118 Retail Merchandising and this course will continue to be used in future assessment cycles. A new rubric that better aligns with the outcome was developed and was used to collect data for this assessment. The software programs necessary to demonstrate technology and computer software applications knowledge is taught in IST 100 Computer Applications. All students completing the business management degree are required to successfully complete this course during their first semester of course work so by the time they take MKTG 118 Retail Merchandising they should have already successfully completed IST 100 Computer Applications where they gain technology and computer software applications knowledge. The majority of students demonstrated mastery and competent in all competency areas for

this assessment; however, there were some students who fell into the novice and no evidence areas. The instructor would like to see an increase in the overall average.

Use of Results for Improvement

The course that this outcome is being assessed was changed from ACCT 219 Accounting Management Software to MKTG 118 Retail Merchandising a comparison between assessment cycles could not be made but will be done in future assessment cycles. A small percentage of students fell below competent range in each of the four competency areas. The instructor will place an emphasis on correct usage of the software applications students use as well as an emphasis on appropriate formulas to ensure accuracy and minimal errors.

Program Outcome #6

Analyze and interpret a business financial statement.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
ACCT 216	Business Accounting	Sections Students		Sections Students	Sections Students	Sections Students	FT: PT:	
ACCT 227	Financial Analysis and Budgeting	Sections Students		Sections Students	Sections Students	Sections Students	FT: PT:	

Assessment Result

Program Outcome 6: Analyze and interpret a business financial statement.

The data for this outcome could not be submitted for this academic year due to internal factors. The program manager is reevaluating the assessment process to determine what course of action to take to accurately assess this outcome in the future, is proposing a revision of the outcome to be "prepare a business financial statement". Then assessing this outcome in BMGT 239 Entrepreneurship instead of ACCT 216 Business Accounting and ACCT 227 Financial Analysis and Budgeting is more appropriate.

Anomalies in the results that were noticed:

The SCOM 125 Communication in the Workplace instructor noticed a significant difference between the Fall 2017 and Fall 2018 evening advantage/hybrid sections. The SCOM 125 Communication in the Workplace sections in the fall 2018 semester were comprised with more students who were adept at research and delivery skills, which were skills not evident in the previous assessment cycle.

Were changes needed to improve student learning?

Yes, changes will be made based on the data that was collected.

New rubrics were created for:

- Outcome 1
- Outcome 3
- Outcome 4
- Outcome 5
- Outcome 2 will add a presentation assignment and speaking assignments.
- Outcome 5 - courses to be assessed will be changed from ACCT 219 Accounting Management Software to MKTG 118 Retail Merchandising.
- Outcome 6 - courses to be assessed will be changed from ACCT 216 Business Accounting and ACCT 227 Financial Analysis and Budgeting to BMGT 239 Entrepreneurship. Outcome 6 is being revised for 19-20.

Student Learning Outcomes (SLO) Report Addendum

Program Name: Business Management

Describe any changes (Curriculum, QM, modality, textbook, learning resources, etc.) made to your program in any previous year(s) that may have caused the (positive or negative) outcomes results in the 2017-18 SLO report. (Use as many pages as necessary to describe.)

During the 2015-2016 academic year the following changes were made.

- In the SCOM 125 Communication in the Workplace (Outcome 2) course a new rubric was created that better reflects the behaviors required to appropriately assess the outcome. In addition, the outcome itself was vague so the outcome was changed from Demonstrate business communication to Demonstrate effective oral, written and persuasive business communication.
- In the BMGT 108 Human Resource Management (Outcome 3) course the wording of the outcome made it difficult to assess so the outcome was changed from Recognize human relations and diversity in professional and business environments to Summarize human relations and diversity in professional and business environments.
- In the ECON 211 Principles of Macroeconomics (Outcome 4) course it was noted that there were multiple sections of the course offered but only one course was reporting results. In addition, there was no relationship between the artifact and the program level outcome so a different artifact will be used to better represent the student learning as it pertains to the specific outcome and will be presented in the BUAD 120 Introduction to Business course in the future instead of in the ECON 211 Principles of Macroeconomics courses.

- In the ACCT 227 Financial Analysis and Budgeting (Outcome 5) course the wording of the outcome was changed from Use technology and computer software applications to Demonstrate proper use of technology and computer software applications as they apply to business management. The artifact being used to assess learning did not align with the outcome so in the future the outcome will be assessed in ACCT 219 Accounting Management Software where students will use accounting technology and software for better alignment.
- In the ACCT 227 Financial Analysis and Budgeting (Outcome 6) course, the wording of the outcome was vague so it was changed from Interpret a financial statement to Analyze and interpret a business financial statement.
- The BMGT 108 Human Resource Management course was prepped for an internal Quality Matters review, BUAD 120 Introduction to Business went through the internal review process and was also approved for national Quality Matters (QM) standards and certification, and MKTG 118 Retail Merchandising was prepped for an internal review for the Spring 2017 semester.
- The degree plan was updated to allow the program grid to indicate the option to take ECON 211 or ECON 212, changed the BUED 110 Business Math requirement to MATH 103/153 or higher, and removed the BMGT 228 Financial Management to replace it with ACCT 227 Financial Analysis and Budgeting. BMGT 235 Customer Service Management was added to the degree plan as a required course.
- Four one-year certificates were added to the Business Management degree program. The addition allows the department to add courses to the program that are important to the content of the program and offer a more complete certificate program.

- In the fall of 2015, the elimination of BMGT 296 Management Applications began, and the addition of BMGT 235 Customer Service Management was implemented.
- The textbook for BMGT 108 Human Resource Management was updated.
- Added BUAD 120 Introduction to Business as a requirement to the AAS Business Management degree.
- Eliminated the ACCT 211 Principles of Accounting I and ACCT 212 Principles of Accounting II requirements for Business Management majors and replaced those two courses with BUAD 120 Introduction to Business and ACCT 216 Business Accounting.
- In the degree plan the option was added for students to take either ACCT 227 Financial Analysis and Budgeting or ACCT 219 Accounting Management Software. During the 2016-2017 academic year the following changes were made.
- ACCT 216 Business Accounting was only offered online but, in an effort, to improve retention, an ITV section was offered during the FA17 semester in addition to the web section. The ITV sections were recorded and made available on YouTube where students can review the class sessions.
- The BUAD 120 Introduction to Business class was being used to assess Outcome 4; however, this course is required to be taken during the students' first semester before business ethics has been focused on. This outcome will now be assessed in BMGT 215 Supervisory Development which is required during the students' final semester.
- BMGT 107 Hospitality and Tourism: Changed course level SLOs to align better with the new 7th edition text. The course redesigned to meet online QM standards and will go through the QM review.

- BMGT 239 Entrepreneurship: Changed the course textbook and was redesigned to meet online QM standards and went through the QM review during the 2018 academic.
- BUAD 221 Fundamentals of Management: Adopted a new text and made changes to the course level SLOs to better align with a new text.
- MKTG 297 Internship: Change in contact hours from 225 to 180 to clarify the ratio for college policy. It is a 4-1 ratio with 180 complete contact hours.
- MKTG 118 Retail Merchandising: Changed the textbook. This change will provide students with more accurate and timely information. The information in the new textbook is more recent and the statistics and data the text uses has more direct application to the course.
- MKTG 119 Advertising: Changed the textbook. This change will provide students with more accurate and timely information. The information in the new textbook is more recent and the statistics and data the text uses has more direct application to the course.

During the 2017-2018 academic year the following changes were made.

- In the SCOM 125 Communication in the Workplace course, during the FA17 semester, the instructor introduced a new speech outline template for sales presentations that now has specific strategies that aid a student's understanding.
- It was decided that for future assessment cycles Outcome 5 will be assessed in MKTG 118 Retail Merchandising instead of ACCT 227 Financial Analysis and Budgeting and ACCT 219 Accounting Management Software.

- ACCT 227 Financial Analysis and Budgeting was offered as an online class but it was determined that students could benefit from having this class in a face-to-face modality.
- It was noted that MKTG 115 Principles of Marketing, where Outcome 1 is assessed, is taken during the students' first semester before analytical and critical thinking skills as they apply to business environments have been focused on. Outcome 1 will now be assessed in BMGT 235 Customer Service Management which is required in their final year.

Explain how the data points align and impact the student learning outcomes or program outputs for each of the changes listed above in section (1.). (*Output data do not directly and specifically measure changes in student learning. Output data are the indirect results of program activities and are measured by enrollment, retention rate, graduation data, and external exam pass rates, etc.*)

In the 2015-2016 reporting cycle the program manager noted overall improved success rates of students. The changes provided more structure for the students in the online courses. Because this was the first year this assessment has been conducted it is difficult to report enrollment, retention, and graduation rates. In the 2016-2017 and the 2017-18 reporting cycles, the program manager noted improved success rates of students. There is also indication that there are fewer students who are dropping or withdrawing from courses and an increase in students who are successfully passing the courses.



THREE RIVERS COLLEGE

Criminal Justice AAS
Program Level SLO Report
Shawn Westbrooks – Program Manager

2018-2019

Program Purpose Statement

The Associate of Science Degree in Administration of Justice is designed for students who plan to transfer to a four-year college or university to major in Law Enforcement or Criminal Justice.

The Associate of Applied Science Criminal Justice option and Law Enforcement option programs prepare individuals for a career in law enforcement and police work. In addition to courses concerned primarily with the activities of police on the operational level, the curriculum includes the legal, social, and philosophical basis for law enforcement. This program is applicable to both the pre-service student and the in-service officer.

Program Outcomes

1. Differentiate Constitutional Amendments.
2. Recognize the impact that significant Supreme Court rulings have on law enforcement.
3. Identify a violation of Missouri law based on a description of an action.
4. Identify legal terminology and procedures used within the criminal justice system.
5. Distinguish philosophical eras, sociological theories, and significant historic events impacting law enforcement.

Curriculum Mapping

Three Rivers College Program Managers review their program curriculum to align instruction to programmatic outcomes. The exercise of curricular mapping allows Program Managers to evaluate the curriculum in a broader perspective to develop and implement an assessment plan for the program, reveal any gaps in the curriculum, and identify areas where improvement interventions can be implemented. This curriculum mapping also provides the faculty improved communication amongst program faculty and students. The subsequent curriculum maps are arranged by program outcome to correspond with the Student Learning Outcomes provided within this report for the 2018-19 academic year.

Criminal Justice: Program Outcomes Mapping

Program Outcome 1: Differentiate Constitutional Amendments.	
Course	Course Learning Outcome (CLO)
ADJU 100: Introduction to Law Enforcement	Describe the early history and development of law enforcement agencies (CLO 1)
	Identify the role and functions of various agencies (CLO 2)
	Recognize the basic tasks and styles of policing (CLO 3)
	Outline the basic legal restrictions on law enforcement (CLO 4)
	Describe the fundamental principles of social control (CLO 5)
ADJU 114: Constitutional Law	Describe the basic legal principles of the U.S. Constitution (CLO 1)
	Explain the impact of the U.S. Constitution on laws (CLO 2)
	Review Supreme Court decisions impacting criminal procedures (CLO 3)
	Examine the limitations placed on law enforcement by the U.S. Constitution (CLO 4)
Program Outcome 2: Recognize the impact that significant Supreme Court rulings have on law enforcement.	
Course	Course Learning Outcome (CLO)
ADJU 100: Introduction to Law Enforcement	Describe the early history and development of law enforcement agencies (CLO 1)
	Identify the role and functions of various agencies (CLO 2)
	Recognize the basic tasks and styles of policing (CLO 3)
	Outline the basic legal restrictions on law enforcement (CLO 4)
	Describe the fundamental principles of social control (CLO 5)
ADJU 114: Constitutional Law	Describe the basic legal principles of the U.S. Constitution (CLO 1)
	Explain the impact of the U.S. Constitution on laws (CLO 2)
	Review Supreme Court decisions impacting criminal procedures (CLO 3)
	Examine the limitations placed on law enforcement by the U.S. Constitution (CLO 4)

**Program Outcome 3:
Identify a violation of Missouri law based on a description of an action.**

Course	Course Learning Outcome
ADJU 100: Introduction to Law Enforcement	Describe the early history and development of law enforcement agencies (CLO 1)
	Identify the role and functions of various agencies (CLO 2)
	Recognize the basic tasks and styles of policing (CLO 3)
	Outline the basic legal restrictions on law enforcement (CLO 4)
	Describe the fundamental principles of social control (CLO 5)
ADJU 113: Criminal Law	Describe the basic legal principles of criminal law (CLO 1)
	Explain the impact of the U.S. Constitution on laws (CLO 2)
	Review the model penal code and Missouri criminal statutes (CLO 3)
	Differentiate criminal offenses based on legal classifications (CLO 4)
	Examine the elements and characteristics of various crimes (CLO 5)
ADJU 233: Criminal Investigations	Identify the application of procedures discussed in previous courses (CLO 1)
	Employ techniques acquired while completing the criminal justice program (CLO 2)
	Analyze the day-to-day operations of the agency (CLO 3)
	Apply learned knowledge to actual situations (CLO 4)
	Configure and troubleshoot advanced operations of routers and implement RIP, OSPF, and EIGRP routing protocols for IPv4 and IPv6. (CLO 6)
	Manage Cisco IOS® Software licensing and configuration files. (CLO 7)

**Program Outcome 4:
Identify legal terminology and procedures used within the criminal justice system.**

Course	Course Learning Outcome (CLO)
ADJU 100: Introduction to Law Enforcement	Describe the early history and development of law enforcement agencies (CLO 1)
	Identify the role and functions of various agencies (CLO 2)
	Recognize the basic tasks and styles of policing (CLO 3)
	Outline the basic legal restrictions on law enforcement (CLO 4)
	Describe the fundamental principles of social control (CLO 5)
ADJU 213: Court Procedures	Explain the structure and organization of the court system (CLO 1)
	Describe the hierarchy of the courts (CLO 2)
	Identify each step of the trial process (CLO 3)
	Review landmark court decisions related to criminal procedures (CLO 4)

**Program Outcome 5:
Distinguish philosophical eras, sociological theories, and significant historic events
impacting law enforcement.**

Course	Course Learning Outcome (CLO)
ADJU 100: Introduction to Law Enforcement	Describe the early history and development of law enforcement agencies (CLO 1)
	Identify the role and functions of various agencies (CLO 2)
	Recognize the basic tasks and styles of policing (CLO 3)
	Outline the basic legal restrictions on law enforcement (CLO 4)
	Describe the fundamental principles of social control (CLO 5)
ADJU 223: Community Policing and Homeland Security	Describe each era of policing history (CLO 1)
	Identify various policing strategies used in the United States over the past 150 years (CLO 2)
	Discuss the concepts of Strategic, Neighborhood and Problem-Oriented Policing (CLO 3)
	Describe strategies used in implementing Community Policing (CLO 4)
	Identify the events which led to the Homeland Security Act of 2002 (CLO 5)
	Explain the strategies, operations and tactics of Homeland Security (CLO 6)
ADJU-243: Police Administration	Describe various theories on management (CLO 1)
	Explain the role of the police manager (CLO 2)
	Describe the impact managers have upon employees and the public (CLO 3)
	Create a department budget (CLO 4)
	Construct an employee schedule (CLO 5)

Introduction

The learning outcome results from the ADJU-100 course represent a novice-level knowledge of the students. All five learning outcomes are assessed at the novice-level. The learning outcomes are also assessed at the end of courses that are specific to the learning outcome. For example, Program Learning Outcome #3 evaluates a student's knowledge of Missouri law. The results of SLO #3 from the novice-level ADJU-100 are compared to the SLO #3 results from ADJU-113 Criminal Law, a course that extensively covers that area of study. The goal is to show that students demonstrate a significant increase in knowledge of each learning outcome after completing the higher-level course.

Program Outcome #1

Differentiate Constitutional Amendments

Verified by the following student assignment:

60 question exam given each semester to all students (12 questions per outcome) in the entry-level ADJU-100 course. Results of first semester students will be compared to the results of students completing the final semester of the program at which time the student will have complete a 24-question exam assessing the specific outcome following the completion of the higher-level course specific to each program outcome.

ADJU-100 Scoring Rubric

Each of the five outcomes of this assessment are scored separately

No Evidence	Novice	Competent	Mastery
0 – 3 items correct	4 – 6 items correct	7 – 9 items correct	10 – 12 items correct

ADJU-114 Scoring Rubric

No Evidence	Novice	Competent	Mastery
0–6 items correct	7–12 items correct	13 –18 items correct	19– 24 items correct

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
ADJU-100	Intro to Law Enforcement	3	29	Sections 0 Students 0	Sections 3 Students 29	Sections 0 Students 0	FT: 1 PT: 0	Yes
ADJU-114	Constitutional Law	1	10	Sections 1 Students 10	Sections 0 Students 0	Sections 0 Students 0	FT: 1 PT:0	Yes

ADJU 100 Total	No Evidence	Novice	Competent	Mastery	# of Students
	0	2	11	16	29

ADJU 114 Total	No Evidence	Novice	Competent	Mastery	# of Students
	0	0	1	9	10

Assessment Result

Program Outcome #1: Differentiate Constitutional Amendments

The following table compares the scores of ADJU-100 students to ADJU-114 students for SLO #1:

Timeframe	ADJU-100 Average Score	ADJU-114 Average Score	Percentage of Increase
2018-2019	81.7%	91.4%	11.7%
2017-2018	81.7%	79.4%	- 2.9%
2016-2017	84.6%	90.4%	6.5%
2015-2016	79.3%	93.2%	15.0%

Program Outcome # 1 assesses the student's ability to differentiate Constitutional amendments. As stated in the previous year's SLO report, there was a slight drop (-2.9%) during the 2017-2018 reporting year for ADJU-114 scores compared to ADJU-100 scores. This was an anomaly and did not reflect previous years.

- "Percentage of Increase" compares the ADJU-100 score to the ADJU-114 score, reflecting the increased percentage of correct responses upon completing the higher-level course.

The learner will be able to differentiate Constitutional amendments.

ADJU-100	Fall 2014	34	ITV	78.2%
ADJU-100	Spring 2015	18	Classroom	62.4%
ADJU-114	Spring 2015	26	Classroom	93.4%
ADJU-100	Summer 2015	2	WEB	85.0%
ADJU-100	Fall 2015	16	WEB	95.0%
ADJU-114	Fall 2015	21	WEB	94.2%
ADJU-100	Spring 2016	24	ITV	89.4%
ADJU-114	Spring 2016	14	Classroom	93.2%
ADJU-100	Summer 2016	1	WEB	60.0%
ADJU-100	Fall 2016	21	WEB	88.6%
ADJU-114	Fall 2016	24	ITV	90.4%
ADJU-100	Spring 2017	17	WEB	78.8%
ADJU-100	Summer 2017	1	WEB	100%
ADJU-100	Fall 2017	15	WEB	92.0%
ADJU-114	Fall 2017	31	ITV	79.4%
ADJU-100	Spring 2018	24	ITV	64.3%
ADJU-100	Summer 2018	6	WEB	88.8%
ADJU-100	Fall 2018	16	WEB	75.1%
ADJU-114	Fall 2018	10	ITV	91.4%
ADJU-100	Spring 2019	9	WEB	86.1%
ADJU-100	Summer 2019	4	WEB	97.9%

***NOTE:** Percentages equals class average on assessment.

The above listed data is a historic chronological account over the past 5 years of Program Outcome #1 to demonstrate trends by semester and modality.

Analysis

The following table compares the scores of ADJU-100 students to ADJU-114 students for SLO #1:

Timeframe	ADJU-100 Average Score	ADJU-114 Average Score	Percentage of Increase
2018-2019	81.7%	91.4%	11.7%
2017-2018	81.7%	79.4%	- 2.9%
2016-2017	84.6%	90.4%	6.5%
2015-2016	79.3%	93.2%	15.0%

Program Outcome # 1 assesses the student's ability to differentiate Constitutional amendments. As stated in the previous year's SLO report, there was a slight drop (-2.9%) during the 2017-2018 reporting year for ADJU-114 scores compared to ADJU-100 scores. This was an anomaly and did not reflect previous years.

As a result of the 2017-2018 findings, I spent additional time explaining Constitutional amendments and increased references to those amendments during the ADJU-114 course. As a result, the 2018-2019 scores were 11.7% higher than the ADJU-100 scores. This is evidence that the actions taken as a result of the previous year's findings had a positive impact on student learning.

Program Outcome #2

Recognize the impact that significant Supreme Court rulings have on law enforcement.

ADJU-100 Scoring Rubric

Each of the five outcomes of this assessment are scored separately

No Evidence	Novice	Competent	Mastery
0 – 3 items correct	4 – 6 items correct	7 – 9 items correct	10 – 12 items correct

ADJU 114 Scoring Rubric

No Evidence	Novice	Competent	Mastery
0– 6 items correct	7– 12 items correct	13–18 items correct	19– 24 items correct

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved ?
ADJU-100	Introduction to Law Enforcement	3	29	Sections 0 Students 0	Sections 3 Students	Sections 0 Students 0	FT: 1 PT: 0	Yes
ADJU-114	Constitutional Law	1	10	Sections 1 Students 10	Sections 0 Students 0	Sections 0 Students 0	FT: 1 PT:0	Yes

ADJU 100 Total	No Evidence	Novice	Competent	Mastery	# of Students
	0	4	14	11	29

ADJU 114 Total	No Evidence	Novice	Competent	Mastery	# of Students
	0	0	0	10	10

Assessment Result

Program Outcome #2: Recognize the impact that significant Supreme Court rulings have on law enforcement.

The following table compares the scores of ADJU-100 students to ADJU-114 students for SLO #2:

Timeframe	ADJU-100 Average Score	ADJU-114 Average Score	Percentage of Increase
2018-2019	71.4%	94.3%	24.3%
2017-2018	76.6%	86.3%	11.3%
2016-2017	73.2%	85.2%	14.1%
2015-2016	81.2%	92.5%	12.3%

NOTE: "Percentage of Increase" compares the ADJU-100 score to the ADJU-114 score, reflecting the increased percentage of correct responses upon completing the higher-level course.

SLO#2 assesses the student's ability to recognize the impact that significant Supreme Court rulings have on law enforcement. As the table above shows, there has consistently been a positive change from the ADJU-100 entry level scores compared to the higher level ADJU-114 scores. The 2018-1019 reporting year saw an impressive 24.3% increase from ADJU-100 to ADJU-114.

During the past year, I have focused more on learning outcomes during lectures. The increased emphasis on significant Supreme Court rulings resulted in the percentage of increase doubling the average of the previous year reporting years. Actions taken as a result of previous data has proven to have a positive impact on student learning.

The learner will be able to recognize the impact that significant Supreme Court rulings have on law enforcement.

ADJU-100	Fall 2014	34	ITV	82.5%
ADJU-100	Spring 2015	18	Classroom	68.9%
ADJU-114	Spring 2015	26	Classroom	92.8%
ADJU-100	Summer 2015	2	WEB	80.0%
ADJU-100	Fall 2015	16	WEB	77.5%
ADJU-114	Fall 2015	21	WEB	68.5%*
ADJU-100	Spring 2016	24	ITV	86.2%
ADJU-114	Spring 2016	14	Classroom	92.5%
ADJU-100	Summer 2016	1	WEB	80.0%
ADJU-100	Fall 2016	21	WEB	66.1%
ADJU-114	Fall 2016	24	ITV	85.2%
ADJU-100	Spring 2017	17	WEB	84.7%
ADJU-100	Summer 2017	1	WEB	30.0%
ADJU-100	Fall 2017	15	WEB	80.0%
ADJU-114	Fall 2017	31	ITV	86.3%
ADJU-100	Spring 2018	24	ITV	74.8%
ADJU-100	Summer 2018	6	WEB	75.0%
ADJU-100	Fall 2018	16	WEB	69.3%
ADJU-114	Fall 2018	10	ITV	94.3%
ADJU-100	Spring 2019	9	WEB	77.7%
ADJU-100	Summer 2019	4	WEB	66.6%

The above listed data is a historic chronological account over the past 5 years of Program Outcome #2 to demonstrate trends by semester and modality.

Based on the data, the overall average scores from ADJU-100 were lower than the overall average scores from ADJU-114 as shown in the table below. This is evidence that student learning increases upon completion of ADJU-114 when compared to the entry level knowledge students demonstrate in ADJU-100.

Analysis

The following table compares the scores of ADJU-100 students to ADJU-114 students for

SLO #2:

Timeframe	ADJU-100 Average Score	ADJU-114 Average Score	Percentage of Increase
2018-2019	71.4%	94.3%	24.3%
2017-2018	76.6%	86.3%	11.3%
2016-2017	73.2%	85.2%	14.1%
2015-2016	81.2%	92.5%	12.3%

NOTE: "Percentage of Increase" compares the ADJU-100 score to the ADJU-114 score, reflecting the increased percentage of correct responses upon completing the higher-level course.

SLO#2 assesses the student's ability to recognize the impact that significant Supreme Court rulings have on law enforcement. As the table above shows, there has consistently been a positive change from the ADJU-100 entry level scores compared to the higher level ADJU-114 scores. The 2018-2019 reporting year saw an impressive 24.3% increase from ADJU-100 to ADJU-114.

During the past year, I have focused more on learning outcomes during lectures. The increased emphasis on significant Supreme Court rulings resulted in the percentage of increase doubling the average of the previous year reporting years. Actions taken as a result of previous data has proven to have a positive impact on student learning.

Program Outcome #3

Identify a violation of Missouri law based on a description of an action.

ADJU-100 Scoring Rubric

Each of the five outcomes of this assessment are scored separately

No Evidence	Novice	Competent	Mastery
0 – 3 items correct	4 – 6 items correct	7 – 9 items correct	10 – 12 items correct

ADJU-113 and ADJU-233 Scoring Rubric

No Evidence	Novice	Competent	Mastery
0 – 6 items correct	7 – 12 items correct	13 – 18 items correct	19 – 24 items correct

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
ADJU-100	Introduction to Law Enforcement	3	29	Sections 0 Students 0	Sections 3 Students	Sections 0 Students 0	FT: 1 PT: 0	Yes
ADJU-113	Criminal Law	2	16	Sections 0 Students 0	Sections 2 Students	Sections Students	FT: 1 PT: 0	Yes
ADJU-233	Criminal Investigations	1	16	Sections 1 Students 16	Sections 0 Students 0	Sections 0 Students 0	FT: 1 PT: 0	Yes

ADJU 100 Total	No Evidence	Novice	Competent	Mastery	# of Students
	2	16	8	3	29

ADJU 113 Total	No Evidence	Novice	Competent	Mastery	# of Students
	0	0	10	6	16

ADJU 233 Total	No Evidence	Novice	Competent	Mastery	# of Students
	0	0	5	11	16

Assessment Result

Program Outcome #3: Identify a violation of Missouri law based on a description of an action.

The following table compares scores of ADJU-100 students to ADJU-113 and ADJU-233 students for SLO #3:

Timeframe	ADJU-100 Average Score	ADJU-113 Average Score	Percentage of Increase	ADJU-233 Average Score	Percentage of Increase
2018-2019	50.4%	73.8%	31.8%	85.3%	41.0%
2017-2018	51.7%	87.0%	40.6%	88.5%	43.6%
2016-2017	50.4%	74.27%	32.2%	77.7%	35.2%
2015-2016	44.1%	80.3%	45.0%	78.5%	43.9%

NOTE: "Percentage of Increase" compares the ADJU-100 score to the ADJU-113 and ADJU-233 score, reflecting the increased percentage of correct responses upon completing the higher-level course.

SLO# 3 assesses the student's ability to identify a violation of Missouri law based on a description of an action. It is expected that students will have very little knowledge of specific criminal statutes and elements of crimes upon entering the program. It is the most difficult learning outcome. The goal is to increase this knowledge through multiple courses. During the previous four reporting years, this learning outcome has consistently seen a dramatic improvement by students who have completed higher level courses.

After completion of ADJU-113, students averaged a 31.8% increase in knowledge. Most students complete ADJU-113 prior to ADJU-233, as a result, the scores for ADJU-233 were even higher. Students averaged an increase of 41% after completing ADJU-233 compared to the original ADJU-100 scores. This is evidence that this learning outcome is appropriate for the courses.

The learner will be able to identify a violation of Missouri law based on a description of an action.

ADJU-100	Fall 2014	34	ITV	38.2%
ADJU-113	Fall 2014	36	ITV	78.3%
ADJU-233	Fall 2014	38	ITV	81.7%
ADJU-100	Spring 2015	18	Classroom	48.7%
ADJU-113	Summer 2015	7	WEB	77.1%
ADJU-100	Summer 2015	2	WEB	70.0%
ADJU-113	Fall 2015	33	ITV	80.3%
ADJU-100	Fall 2015	16	WEB	40.0%
ADJU-100	Spring 2016	24	ITV	48.3%
ADJU-233	Spring 2016	24	ITV	78.5%
ADJU-100	Summer 2016	1	WEB	70.0%
ADJU-113	Summer 2016	3	WEB	78.3%
ADJU-100	Fall 2016	21	WEB	52.3%
ADJU-113	Fall 2016	16	WEB	76.9%
ADJU-233	Spring 2017	13	Classroom	77.7%
ADJU-100	Spring 2017	17	WEB	57.6%
ADJU-113	Summer 2017	4	WEB	63.7%
ADJU-100	Summer 2017	1	WEB	80.0%
ADJU-100	Fall 2017	15	WEB	57.3%
ADJU-113	Fall 2017	31	ITV	84.2%
ADJU-100	Spring 2018	24	ITV	49.2%
ADJU-233	Spring 2018	22	ITV	88.5%
ADJU-100	Summer 2018	6	WEB	48.6%
ADJU-113	Summer 2018	2	WEB	91.6%
ADJU-100	Fall 2018	16	WEB	53.1%
ADJU-100	Spring 2019	9	WEB	42.6%
ADJU-113	Spring 2019	12	WEB	77.4%
ADJU-233	Spring 2019	16	ITV	85.3%
ADJU-100	Summer 2019	4	WEB	64.5%
ADJU-113	Summer 2019	4	WEB	63.0%

The above listed data is a historic chronological account over the past 5 years of Program Outcome #3 to demonstrate trends by semester and modality.

Analysis

The following table compares scores of ADJU-100 students to ADJU-113 and ADJU-233 students for SLO #3:

Timeframe	ADJU-100 Average Score	ADJU-113 Average Score	Percentage of Increase	ADJU-233 Average Score	Percentage of Increase
2018-2019	50.4%	73.8%	31.8%	85.3%	41.0%
2017-2018	51.7%	87.0%	40.6%	88.5%	43.6%
2016-2017	50.4%	74.27%	32.2%	77.7%	35.2%
2015-2016	44.1%	80.3%	45.0%	78.5%	43.9%

NOTE: "Percentage of Increase" compares the ADJU-100 score to the ADJU-113 and ADJU-233 score, reflecting the increased percentage of correct responses upon completing the higher-level course.

SLO# 3 assesses the student's ability to identify a violation of Missouri law based on a description of an action. It is expected that students will have very little knowledge of specific criminal statutes and elements of crimes upon entering the program. It is the most difficult learning outcome. The goal is to significantly increase this knowledge through multiple courses. During the previous four reporting years, this learning outcome has consistently seen a dramatic increase by students who have completed higher level courses.

After completion of ADJU-113, students averaged a 31.8% increase in knowledge. Most students complete ADJU-113 prior to ADJU-233, as a result, the scores for ADJU-233 were even higher. Students averaged an increase of 41% after completing ADJU-233 compared to the original ADJU-100 scores. This is evidence that this learning outcome is appropriate for the courses.

Use of Results for Improvement

A textbook change and revision is planned for ADJU-233 Criminal Investigations to improve student learning.

Program Outcome #4

Identify legal terminology and procedures used within the criminal justice system.

ADJU-100 Scoring Rubric

Each of the five outcomes of this assessment are scored separately

No Evidence	Novice	Competent	Mastery
0 – 3 items correct	4 – 6 items correct	7 – 9 items correct	10 – 12 items correct

ADJU-213 and ADJU-104 Scoring Rubric

No Evidence	Novice	Competent	Mastery
0 – 6 items correct	7 – 12 items correct	13 – 18 items correct	19 – 24 items correct

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
ADJU-100	Introduction to Law Enforcement	3	29	Sections 0 Students 0	Sections 3 Students	Sections 0 Students 0	FT: 1 PT: 0	Yes
ADJU-104	Introduction to Criminal Courts	1	18	Sections 1 Students 18	Sections 0 Students 0	Sections 0 Students 0	FT: 1 PT: 0	Yes

ADJU 100 Total	No Evidence	Novice	Competent	Mastery	# of Students
	0	2	16	11	29

ADJU 104 Total	No Evidence	Novice	Competent	Mastery	# of Students
	0	0	2	16	18

Assessment Result

Program Outcome #4: Identify legal terminology and procedures used within the criminal justice system.

The following table compares the scores of ADJU-100 students to ADJU-213/ADJU-104 students for SLO #4:

Timeframe	ADJU-100 Average Score	ADJU-213 / ADJU-104* Average Score	Percentage of Increase
2018-2019	72.8%	95.8%*	24.1%
2017-2018	73.3%	89.2%	17.9%
2016-2017	72.7%	93.2%	22.0%
2015-2016	79.4%	97.5%	18.6%

*NOTE: ADJU 213 was replaced with ADJU 104 during the 18-19 academic year.

**NOTE: "Percentage of Increase" compares the ADJU-100 score to the ADJU-213 or ADJU-104 score, reflecting the increased percentage of correct responses upon completing the higher-level course.

SLO# 4 assesses the student's ability to identify legal terminology and procedures within the criminal justice system. Students enter the program with a moderate amount of knowledge in this area depending on their particular background. From 2015 until 2018, ADJU-213 Court Procedures was used as the higher-level course for comparison. Consistently, there was an increase ranging from 17.9% to 22% of ADJU-213 scores compared to ADJU-100 scores.

During the 2018-2019 reporting year, ADJU-213 was replaced with ADJU-104 Introduction to Criminal Courts. As this new course was developed, there was an increased focus on this learning outcome. As a result, there was a 24.1% increase, higher than any previous year. This is evidence that ADJU-104 has an appropriate learning outcome.

The learner will be able to define legal terminology and procedures used within the criminal justice system.

ADJU-100	Fall 2014	34	ITV	74.5%
ADJU-213	Fall 2014	8	ITV	90.6%
ADJU-100	Fall 2014	27	WEB	90.0%
ADJU-100	Spring 2015	18	Classroom	72.9%
ADJU-100	Summer 2015	2	WEB	90.0%
ADJU-213	Fall 2015	31	ITV	94.5%
ADJU-100	Fall 2015	16	WEB	84.3%
ADJU-100	Spring 2016	24	ITV	74.6%
ADJU-213	Spring 2016	20	WEB	97.5%
ADJU-100	Summer 2016	1	WEB	100%
ADJU-100	Fall 2016	21	WEB	72.3%
ADJU-213	Spring 2017	20	ITV	93.2%
ADJU-100	Spring 2017	17	WEB	74.1%
ADJU-100	Summer 2017	1	WEB	60.0%
ADJU-100	Fall 2017	15	WEB	79.3%
ADJU-100	Spring 2018	24	ITV	61.5%
ADJU-113	Spring 2018	11	Classroom	89.2%
ADJU-100	Summer 2018	6	WEB	79.1%
ADJU-100	Fall 2018	16	WEB	71.2%
ADJU-100	Spring 2019	9	WEB	70.3%
ADJU-104	Spring 2019	18	ITV	95.8%
ADJU-100	Summer 2019	4	WEB	85.3%

The above listed data is a historic chronological account over the past 5 years of Program Outcome #4 to demonstrate trends by semester and modality.

Analysis

SLO# 4 assesses the student's ability to identify legal terminology and procedures within the criminal justice system. Students enter the program with a moderate amount of knowledge in this area depending on their particular background, as many students already have experience working in the criminal justice system. From 2015 until 2018, ADJU-213 Court Procedures was used as the higher-level course for comparison.

Consistently, there was an increase ranging from 17.9% to 22% of ADJU-213 scores compared to ADJU-100 scores.

The following table compares the scores of ADJU-100 students to ADJU-213/ADJU-104 students for SLO #4:

Timeframe	ADJU-100 Average Score	ADJU-213 / ADJU-104* Average Score	Percentage of Increase
2018-2019	72.8%	95.8%*	24.1%
2017-2018	73.3%	89.2%	17.9%
2016-2017	72.7%	93.2%	22.0%
2015-2016	79.4%	97.5%	18.6%

NOTE: "Percentage of Increase" compares the ADJU-100 score to the ADJU-213 or ADJU-104 score, reflecting the increased percentage of correct responses upon completing the higher-level course.

Use of Results for Improvement

During the 2018-2019 reporting year, ADJU-213 was replaced with ADJU-104 Introduction to Criminal Courts. As this new course was developed, there was an increased focus on this learning outcome. As a result, there was a 24.1% increase, higher than any previous year. This is evidence that ADJU-104 has an appropriate learning outcome.

The program continues to be in the process of revising courses. One of new courses, ADJU-104 which applies SLO #4 was offered for the first time during this reporting year. Data shows that ADJU-104 is meeting the expected learning outcome more effectively than the course it replaced.

Program Outcome #5

Distinguish philosophical eras, sociological theories, and significant historic events impacting law enforcement.

ADJU-100 Scoring Rubric

Each of the five outcomes of this assessment are scored separately

No Evidence	Novice	Competent	Mastery
0 – 3 items correct	4 – 6 items correct	7 – 9 items correct	10 – 12 items correct

ADJU-223 and ADJU-243 Scoring Rubric

No Evidence	Novice	Competent	Mastery
0 – 6 items correct	7 – 12 items correct	13 – 18 items correct	19 – 24 items correct

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
ADJU-100	Introduction to Law Enforcement	3	29	Sections 0 Students 0	Sections 3 Students	Sections 0 Students 0	FT: 1 PT: 0	Yes
ADJU-223	Community Policing and Homeland Security	1	8	Sections 1 Students 8	Sections 0 Students 0	Sections 0 Students 0	FT: 1 PT: 0	Yes
ADJU-243	Police Administration	1	13	Sections 0 Students 0	Sections 1 Students 13	Sections 0 Students 0	FT: 1 PT: 0	Yes

ADJU 100 Total	No Evidence	Novice	Competent	Mastery	# of Students
	1	12	12	4	29

ADJU 223 Total	No Evidence	Novice	Competent	Mastery	# of Students
	0	0	0	8	8

ADJU 243 Total	No Evidence	Novice	Competent	Mastery	# of Students
	0	0	6	7	13

Assessment Result

Program Outcome #5: Distinguish philosophical eras, sociological theories, and significant historic events impacting law enforcement.

The following table compares the scores of ADJU-100 students to ADJU-223 students for SLO #5:

Timeframe	ADJU-100 Average Score	ADJU-223 Average Score	Percentage of Increase	ADJU-243 Average Score	Percentage of Increase
2018-2019	59.9%	95.8%	37.5%	78.9%	24.1%
2017-2018	64.6%	83.5%	22.3%	N/A	N/A
2016-2017	63.2%	86.3%	24.8%	N/A	N/A
2015-2016	60.5%	84.6%	28.5%	N/A	N/A

NOTE: "Percentage of Increase" compares the ADJU-100 score to the ADJU-223 and ADJU-243 score, reflecting the increased percentage of correct responses upon completing the higher-level course.

SLO# 5 assesses the student's ability to distinguish philosophical eras, sociological theories, and significant historic events impacting law enforcement. The learning outcome has been very consistent over the past four reporting years. The results show that a student completing ADJU-223 has a significant increase in knowledge when compared to the entry-level ADJU-100 course.

During this reporting year, ADJU-243 Police Administration was added to this assessment. ADJU-223 saw a 37.5% increase compared to ADJU-100, the highest of any previous year for SLO #5. ADJU-243 saw a 24.1% increase during its first reporting year. This data is evidence that the content of both higher level courses have a positive impact on the learning outcome.

The learner will be able to distinguish philosophical eras, sociological theories, and significant historic events impacting law enforcement.

ADJU-100	Fall 2014	34	ITV	58.7%
ADJU-100	Spring 2015	18	Classroom	69.1%
ADJU-100	Summer 2015	2	WEB	80.0%
ADJU-223	Fall 2015	28	ITV	84.6%
ADJU-100	Fall 2015	16	WEB	54.4%
ADJU-100	Spring 2016	24	ITV	66.6%
ADJU-100	Summer 2016	1	WEB	20.0%
ADJU-100	Fall 2016	21	WEB	43.3%
ADJU-223	Fall 2016	11	Classroom	90.4%
ADJU-223	Spring 2017	16	ITV	83.5%
ADJU-100	Spring 2017	17	WEB	78.2%
ADJU-100	Summer 2017	1	WEB	40.0%
ADJU-100	Fall 2017	15	WEB	58.0%
ADJU-100	Spring 2018	24	ITV	52.7%
ADJU-100	Summer 2018	6	WEB	83.3%
ADJU-100	Fall 2018	16	WEB	58.7%
ADJU-223	Fall 2018	8	ITV	95.8%
ADJU-100	Spring 2019	9	WEB	56.4%
ADJU-243	Spring 2019	13	WEB	78.9%
ADJU-100	Summer 2019	4	WEB	72.8%

The above listed data is a historic chronological account over the past 5 years of Program Outcome #5 to demonstrate trends by semester and modality.

Analysis

The following table compares the scores of ADJU-100 students to ADJU-223 students for SLO #5:

Timeframe	ADJU-100 Average Score	ADJU-223 Average Score	Percentage of Increase	ADJU-243 Average Score	Percentage of Increase
2018-2019	59.9%	95.8%	37.5%	78.9%	24.1%
2017-2018	64.6%	83.5%	22.3%		
2016-2017	63.2%	86.3%	24.8%		
2015-2016	60.5%	84.6%	28.5%		

NOTE: "Percentage of Increase" compares the ADJU-100 score to the ADJU-223 and ADJU-243 score, reflecting the increased percentage of correct responses upon completing the higher-level course.

SLO# 5 assesses the student's ability to distinguish philosophical eras, sociological theories, and significant historic events impacting law enforcement. The learning outcome has been very consistent over the past four reporting years. The results show that a student completing ADJU-223 has a significant increase in knowledge when compared to the entry-level ADJU-100 course.

Use of Results for Improvement

During this reporting year, ADJU-243 Police Administration was added to this assessment. ADJU-223 saw a 37.5% increase, the highest of any previous year. ADJU-243 saw a 24.1% increase during its first reporting year. This data is evidence that the content of both higher level courses has a positive impact on the learning outcome.

Additional Summary Notes

Anomalies in the results that were noticed:

The 2.9% drop with Program Outcome #1 is the only anomaly. An anomaly of such a small percentage is not considered actionable.

Were changes needed to improve student learning?

As a result of curricular review and alignment, there was an increased focus on Constitutional amendments and Supreme Court decisions in ADJU-114. As a result, there was an increase in student learning for SLO #1 and SLO #2. Increasing focus on Constitutional amendments had a positive impact on student learning.

Were there any patterns in the data observed?

As with previous years, there is a consistent pattern of improved students learning when exposed to the courses which focus more on the particular learning outcomes.

What improvements or changes have been planned for the program as a result of this assessment and why do you expect that they will improve learning?

As explained the last year's report, the program has been in the process of implementing new courses. During this reporting year, ADJU-104 was successfully implemented with positive results on student learning. Another new course, ADJU-102 Introduction to Criminal Justice, will be implemented during the next reporting period. This course will be an additional introductory level course along with ADJU-100, therefore a preliminary SLO assessment will be conducted in this future course.

I am currently developing ADJU-147 Juvenile Procedures. While this elective course will not include an SLO assessment, the importance of learning outcomes will guide the development of this course. By focusing on SLOs in the new course, it is expected to see increase in student learning outcomes. The increased focus on SLO #1 and SLO #2 in ADJU-114 will continue based on the positive results of this report.

What is the proposed timeline for the changes outlined above?

ADJU-102 will be first offered during the Fall 2019 semester. ADJU-147 will be first offered during the Spring 2020 semester. The revision of ADJU-233 is planned to be completed by Fall 2020.

Student Learning Outcomes (SLO) Report Addendum

Program Name: Criminal Justice

Describe any changes (Curriculum, QM, modality, textbook, learning resources, etc.) made to your program in any previous year(s) that may have caused the (positive or negative) outcomes results in the 2017-18 SLO report. (Use as many pages as necessary to describe.)

ADJU-102 Introduction to Criminal Justice has been added as an additional notice level course in addition to ADJU-100 Introduction to Law Enforcement. ADJU-104 Introduction to Criminal Courts was introduced as a replacement for ADJU-213 Court Procedures. The importance of learning outcomes guided in the development of these courses. As shown on page 20, the improvement from the novice-level course to the higher-level course improved with the implementation of ADJU-104.

Explain how the data points align and impact the student learning outcomes or program outputs for each of the changes listed above in section (1.). (*Output data do not directly and specifically measure changes in student learning. Output data are the indirect results of program activities and are measured by enrollment, retention rate, graduation data, and external exam pass rates, etc.*)

The increase of student learning outcomes has been consistent, and all data reflects continual improvement. These new courses were added during the past year, therefore, any impact on graduation rates is not yet known since students exposed to the new courses are still completing coursework.



THREE RIVERS COLLEGE

Early Childhood Development AAS

Program Level SLO Report

Heather Cornman – Program Manager

2018-19

Program Purpose Statement

The Early Childhood Development curriculum is designed to both prepare students for employment and for leadership roles in licensed childcare centers, private preschools, and Head Start. Although offered as a terminal degree, many courses transfer into four-year Early Childhood Development programs.

Program Outcomes

1. Promoting Child Development and Learning
2. Building Family and Community Relationships
3. Observing, documenting, and assessing to support young children and families
4. Using developmentally effective approaches
5. Using content knowledge to build meaningful curriculum
6. Becoming a professional
7. Early childhood field experiences

Curriculum Mapping

Three Rivers College Program Managers review their program curriculum to align instruction to programmatic outcomes. The exercise of curricular mapping allows Program Managers to evaluate the curriculum in a broader perspective to develop and implement an assessment plan for the program, reveal any gaps in the curriculum, and identify areas where improvement interventions can be implemented. This curriculum mapping also provides the faculty improved communication amongst program faculty and students. The subsequent curriculum maps are arranged by program outcome to correspond with the Student Learning Outcomes provided within this report for the 2018-19 academic year.

Early Childhood Development: Program Outcomes Mapping

Program Outcome 1: Promoting Child Development and Learning	
Course	Course Learning Outcome (CLO)
ECD 126: Health, Safety, and Nutrition	Relate awareness, effective practices, and sound health education in order to promote children's health (CLO 1)
	Demonstrate how to create and maintain safe learning environments. (CLO 2)
	Examine appropriate meal planning, food safety, and nutrition education in order to meet children's essential nutritional needs. (CLO 3)
ECD 202: Survey of Early Childhood Development	Recognize the history and importance of early childhood development (CLO 1)
	Demonstrate an understanding of child growth and development (CLO 2)
	Employ the components of high-quality early childhood education in curriculum development (CLO 3)
ECD 205: Preschool CDA	Explain how to provide a safe environment and reduce injuries for children (CLO 1)
	Demonstrate how to promote good health and nutrition. (CLO 2)
	Arrange and construct a learning environment for children that is conducive to play and exploration. (CLO 3)
	Organize activities and opportunities that encourage curiosity, exploration, and problem solving appropriate to the developmental level and learning styles of children. (CLO 4)
	Communicate actively with children and provide opportunities for children to learn verbal and nonverbal means of communicating. (CLO 5)
	Prepare activities that stimulate children to play with rhythm, sound, language, and space to express creativity and individual ideas. (CLO 6)
	Meet physical and emotional security for each child and to promote independence. (CLO 7)
	Create an atmosphere in which children feel accepted and encourage feelings of empathy and mutual respect. (CLO 8)
	Arrange a supportive environment in which children can begin to learn to practice appropriate and acceptable behavior. (CLO 9)
	Employ resources that will have a well-run purposeful environment for children. (CLO 11)
	Apply knowledge of early childhood theories and practices (CLO 12)

Program Outcome 1 (continued)

ECD 208: Infant/Toddler CDA	Explain how to provide a safe environment and reduce injuries for children. (CLO 1)
	Demonstrate how to promote good health and nutrition. (CLO 2)
	Arrange and construct a learning environment for children that is conducive to play and exploration. (CLO 3)
	Organize activities and opportunities that encourage curiosity, exploration, and problem solving appropriate to the developmental level and learning styles of children. (CLO 4)
	Communicate actively with children and provide opportunities for children to learn verbal and nonverbal means of communicating. (CLO 5)
	Prepare activities that stimulate children to play with rhythm, sound, language, and space to express creativity and individual ideas. (CLO 6)
	Meet physical and emotional security for each child and to promote independence. (CLO 7)
	Create an atmosphere in which children feel accepted and encourage feelings of empathy and mutual respect. (CLO 8)
	Arrange a supportive environment in which children can begin to learn to practice appropriate and acceptable behavior. (CLO 9)
	Employ resources that will have a well-run purposeful environment for children. (CLO 11)
	Apply knowledge of early childhood theories and practices (CLO 12)
	ECD 235: Special Children
Compare characteristics of children with developmental or learning disorders to typically developing children. (CLO 2)	
ECD 237: Early Childhood Development Lab	Recognize the history and types of programs in Early Childhood Education (CLO 1)
ECD 247: Early Childhood Curriculum	Design curriculum that is child centered, child initiated and responsive to families. (CLO 1)
	Implement curriculum that supports play and learning using developmental, inclusive, and anti-bias principles. (CLO 2)
ECD 295: Early Childhood Practicum I	Demonstrate professional and ethical behaviors with children, colleagues, and families in the early childhood setting. (CLO 1)
	Prepare learning experiences appropriate for infants and toddlers. (CLO 2)
	Illustrate appropriate and respectful guidance and classroom management strategies with infants and toddlers. (CLO 3)
ECD 296: Early Childhood Practicum II	Demonstrate professional and ethical behaviors with children, colleagues, and families in the early childhood setting. (CLO 1)
	Prepare learning experiences appropriate for preschool-aged children. (CLO 2)
	Illustrate appropriate and respectful guidance and classroom management strategies with preschool-aged children (CLO 3)
ECD 298: Special Topics in Early Childhood	Demonstrate an understanding of the program development process and programming rules. (CLO 1)
	Create programs that meet the needs of the user. (CLO 3)

**Program Outcome 2:
Building Family and Community Relationships**

Course	Course Learning Outcome (CLO)
ECD 205: Preschool CDA	Explain how to provide a safe environment and reduce injuries for children (CLO 1)
	Demonstrate how to promote good health and nutrition. (CLO 2)
	Create open, friendly and cooperative relationships with families. (CLO 10)
ECD 208: Infant/Toddler CDA	Explain how to provide a safe environment and reduce injuries for children. (CLO 1)
	Demonstrate how to promote good health and nutrition. (CLO 2)
	Create open, friendly and cooperative relationships with families. (CLO 10)
ECD 235: Special Children	Distinguish importance of parent-teacher partnerships for involvement of families with special needs children. (CLO 4)
ECD 237: Early Childhood Development Lab	Illustrate importance of professionalism in the early childhood field (CLO 4)
ECD 245: Early Childhood Administration	Assess strategies for family and community involvement (CLO 4)
ECD 247: Early Childhood Curriculum	Design curriculum that is child centered, child initiated and responsive to families. (CLO 1)
	Implement curriculum that supports play and learning using developmental, inclusive, and anti-bias principles. (CLO 2)
ECD 295: Early Childhood Practicum I	Demonstrate professional and ethical behaviors with children, colleagues, and families in the early childhood setting. (CLO 1)
	Prepare learning experiences appropriate for infants and toddlers. (CLO 2)
	Illustrate appropriate and respectful guidance and classroom management strategies with infants and toddlers. (CLO 3)
ECD 296: Early Childhood Practicum II	Demonstrate professional and ethical behaviors with children, colleagues, and families in the early childhood setting. (CLO 1)
	Prepare learning experiences appropriate for preschool-aged children. (CLO 2)
	Illustrate appropriate and respectful guidance and classroom management strategies with preschool-aged children (CLO 3)
ECD 298: Special Topics in Early Childhood	Demonstrate an understanding of the program development process and programming rules. (CLO 1)
	Apply knowledge of objects, events and properties as they apply to and influence program performance. (CLO 2)
	Create programs that meet the needs of the user. (CLO 3)

**Program Outcome 3:
Observing, documenting, and assessing to support young children and families**

Course	Course Learning Outcome
ECD 202: Survey of Early Childhood Development	Employ the components of high-quality early childhood education in curriculum development (CLO 3)
ECD 205: Preschool CDA	Create an atmosphere in which children feel accepted and encourage feelings of empathy and mutual respect. (CLO 8)
ECD 208: Infant/Toddler CDA	Create an atmosphere in which children feel accepted and encourage feelings of empathy and mutual respect. (CLO 8)
ECD 235: Special Children	Recognize benefits of early intervention and intervention strategies. (CLO 1)
	Demonstrate how to plan an environment for inclusion of all children. (CLO 3)
ECD 237: Early Childhood Development Lab	Examine developmentally appropriate practice (CLO 2)
ECD 245: Early Childhood Administratio n	Illustrate effective management of staff (CLO 3)
	Assess strategies for family and community involvement (CLO 4)
ECD 247: Early Childhood Curriculum	Design curriculum that is child centered, child initiated and responsive to families. (CLO 1)
	Implement curriculum that supports play and learning using developmental, inclusive, and anti-bias principles. (CLO 2)
ECD 295: Early Childhood Practicum I	Prepare learning experiences appropriate for infants and toddlers. (CLO 2)
	Illustrate appropriate and respectful guidance and classroom management strategies with infants and toddlers. (CLO 3)
ECD 296: Early Childhood Practicum II	Prepare learning experiences appropriate for preschool-aged children. (CLO 2)
	Illustrate appropriate and respectful guidance and classroom management strategies with preschool-aged children (CLO 3)
ECD 298: Special Topics in Early Childhood	Demonstrate an understanding of the program development process and programming rules. (CLO 1)
	Apply knowledge of objects, events and properties as they apply to and influence program performance. (CLO 2)
	Create programs that meet the needs of the user. (CLO 3)

**Program Outcome 4:
Using developmentally effective approaches**

Course	Course Learning Outcome (CLO)
ECD 126: Health, Safety, and Nutrition	Relate awareness, effective practices, and sound health education in order to promote children's health (CLO 1)
	Demonstrate how to create and maintain safe learning environments. (CLO 2)
	Examine appropriate meal planning, food safety, and nutrition education in order to meet children's essential nutritional needs. (CLO 3)
ECD 202: Survey of Early Childhood Development	Employ the components of high-quality early childhood education in curriculum development (CLO 4)
ECD 205: Preschool CDA	Arrange and construct a learning environment for children that is conducive to play and exploration. (CLO 3)
	Organize activities and opportunities that encourage curiosity, exploration, and problem solving appropriate to the developmental level and learning styles of children. (CLO 4)
	Create an atmosphere in which children feel accepted and encourage feelings of empathy and mutual respect. (CLO 8)
	Arrange a supportive environment in which children can begin to learn to practice appropriate and acceptable behavior. (CLO 9)
	Employ resources that will have a well-run purposeful environment for children. (CLO 11)
	Apply knowledge of early childhood theories and practices (CLO 12)
ECD 208: Infant/Toddler CDA	Arrange and construct a learning environment for children that is conducive to play and exploration. (CLO 3)
	Organize activities and opportunities that encourage curiosity, exploration, and problem solving appropriate to the developmental level and learning styles of children. (CLO 4)
	Create an atmosphere in which children feel accepted and encourage feelings of empathy and mutual respect. (CLO 8)
	Arrange a supportive environment in which children can begin to learn to practice appropriate and acceptable behavior. (CLO 9)
	Employ resources that will have a well-run purposeful environment for children. (CLO 11)
	Apply knowledge of early childhood theories and practices (CLO 12)
ECD 237: Early Childhood Development Lab	Assess how curriculum and developmentally appropriate practice is applied in the early childhood setting
ECD 245: Early Childhood Administration	Demonstrate developmentally appropriate planning for various age groups in an early childhood setting (CLO 2)

Program Outcome 4 (continued)

ECD 247: Early Childhood Curriculum	Design curriculum that is child centered, child initiated and responsive to families. (CLO 1)
	Implement curriculum that supports play and learning using developmental, inclusive, and anti-bias principles. (CLO 2)
ECD 295: Early Childhood Practicum I	Prepare learning experiences appropriate for infants and toddlers. (CLO 2)
	Illustrate appropriate and respectful guidance and classroom management strategies with infants and toddlers. (CLO 3)
ECD 296: Early Childhood Practicum II	Prepare learning experiences appropriate for preschool-aged children. (CLO 2)
	Illustrate appropriate and respectful guidance and classroom management strategies with preschool-aged children (CLO 3)
ECD 298: Special Topics in Early Childhood	Apply knowledge of objects, events and properties as they apply to and influence program performance. (CLO 2)
	Create programs that meet the needs of the user. (CLO 3)

**Program Outcome 5:
Using content knowledge to build meaningful curriculum**

Course	Course Learning Outcome (CLO)
ECD 126: Health, Safety, and Nutrition	Examine appropriate meal planning, food safety, and nutrition education in order to meet children's essential nutritional needs. (CLO 3)
ECD 202: Survey of Early Childhood Development	Employ the components of high-quality early childhood education in curriculum development (CLO 3)
ECD 205: Preschool CDA	Organize activities and opportunities that encourage curiosity, exploration, and problem solving appropriate to the developmental level and learning styles of children. (CLO 4)
	Prepare activities that stimulate children to play with rhythm, sound, language, and space to express creativity and individual ideas. (CLO 6)
	Arrange a supportive environment in which children can begin to learn to practice appropriate and acceptable behavior. (CLO 9)
ECD 208: Infant/Toddler CDA	Organize activities and opportunities that encourage curiosity, exploration, and problem solving appropriate to the developmental level and learning styles of children. (CLO 4)
	Prepare activities that stimulate children to play with rhythm, sound, language, and space to express creativity and individual ideas. (CLO 6)
	Arrange a supportive environment in which children can begin to learn to practice appropriate and acceptable behavior. (CLO 9)
ECD 235: Special Children	Demonstrate how to plan an environment for inclusion of all children. (CLO 3)
ECD 237: Early Childhood Development Lab	Assess how curriculum and developmentally appropriate practice is applied in the early childhood setting (CLO 3)
ECD 247 Early Childhood Curriculum	Design curriculum that is child centered, child initiated and responsive to families. (CLO 1)
ECD 295: Early Childhood Practicum I	Prepare learning experiences appropriate for infants and toddlers. (CLO 2)
	Illustrate appropriate and respectful guidance and classroom management strategies with infants and toddlers. (CLO 3)
ECD 296: Early Childhood Practicum II	Prepare learning experiences appropriate for preschool-aged children. (CLO 2)
	Illustrate appropriate and respectful guidance and classroom management strategies with preschool-aged children (CLO 3)

**Program Outcome 6:
Becoming a professional**

Course	Course Learning Outcome (CLO)
ECD 202: Survey of Early Childhood Development	Recognize the history and importance of early childhood development (CLO 1)
	Apply knowledge of the role as a professional in the early childhood field. (CLO 6)
ECD 205: Preschool CDA	Create open, friendly and cooperative relationships with families. (CLO 10)
ECD 205: Infant/Toddler CDA	Create open, friendly and cooperative relationships with families. (CLO 10)
ECD 237 Early Childhood Development Lab	Illustrate importance of professionalism in the early childhood field (CLO 4)
ECD 245: Early Childhood Administration	Examine the administrative/managerial tasks involved in starting and maintaining an early childhood program (CLO 1)
	Illustrate effective management of staff (CLO 3)
ECD 295: Early Childhood Practicum I	Demonstrate professional and ethical behaviors with children, colleagues, and families in the early childhood setting. (CLO 1)
	Prepare learning experiences appropriate for infants and toddlers. (CLO 2)
	Illustrate appropriate and respectful guidance and classroom management strategies with infants and toddlers. (CLO 3)
ECD 296: Early Childhood Practicum II	Demonstrate professional and ethical behaviors with children, colleagues, and families in the early childhood setting. (CLO 1)
	Prepare learning experiences appropriate for preschool-aged children. (CLO 2)
	Illustrate appropriate and respectful guidance and classroom management strategies with preschool-aged children (CLO 3)

**Program Outcome 7:
Early childhood field experiences**

Course	Course Learning Outcome (CLO)
ECD 237: Early Childhood Development Lab	Examine developmentally appropriate practice (CLO 2)
	Assess how curriculum and developmentally appropriate practice is applied in the early childhood setting (CLO 3)
ECD 295: Early Childhood Practicum I	Demonstrate professional and ethical behaviors with children, colleagues, and families in the early childhood setting. (CLO 1)
	Prepare learning experiences appropriate for infants and toddlers. (CLO 2)
	Illustrate appropriate and respectful guidance and classroom management strategies with infants and toddlers. (CLO 3)
ECD 296: Early Childhood Practicum II	Demonstrate professional and ethical behaviors with children, colleagues, and families in the early childhood setting. (CLO 1)
	Prepare learning experiences appropriate for preschool-aged children. (CLO 2)
	Illustrate appropriate and respectful guidance and classroom management strategies with preschool-aged children (CLO 3)

Introduction

Program Student Learning Outcomes are measured by the NAEYC (National Association for the Education of Young Children) national standards. Program rubrics that have been developed are based on these standards. There are 6 core standards that describe the concepts and standards early childhood professionals are to implement to provide quality early education. The 7th standard describes the NAEYC's requirements for early childhood field experiences.

The seven core ECD standards describe what well-prepared early childhood teachers/educators should know and be able to do. The twenty-four key elements clarify the most important features of the standard. They highlight what candidates should know, understand, and implement in the classroom.

Program Outcome #1 Rubric

Promoting Child Development and Learning

Criteria	No Evidence	Novice	Competent	Mastery
<p>Recognize young children's characteristics and needs.</p>	<p>Does not recognize young children's characteristics and needs</p>	<p>Student minimally recognizes and understands young children's characteristics and needs.</p>	<p>Student appropriately recognizes and understands young children's characteristics and needs.</p>	<p>Student exceptionally recognizes and understands young children's characteristics and needs.</p>
<p>Illustrate multiple influences on young children's development and learning. (Cultural/diverse/anti-bias perspectives on development and learning)</p>	<p>Student does not illustrate multiple influences (cultural/diverse/anti-bias) on young children's development and learning.</p>	<p>Student minimally illustrates multiple influences (cultural/diverse/anti-bias) on young children's development and learning.</p>	<p>Student appropriately illustrates multiple influences (cultural/diverse/anti-bias) on young children's development and learning.</p>	<p>Student exceptionally illustrates multiple influences (cultural/diverse/anti-bias) on young children's development and learning.</p>
<p>Create healthy, respectful, supportive, and challenging learning environments</p>	<p>Student does not use developmental knowledge to create healthy, respectful, supportive and challenging learning environments-including curriculum, interactions, teaching practices, and learning materials.</p>	<p>Student minimally use developmental knowledge to create healthy, respectful, supportive and challenging learning environments-including curriculum, interactions, teaching practices, and learning materials.</p>	<p>Student appropriately uses developmental knowledge to create healthy, respectful, supportive and challenging learning environments-including curriculum, interactions, teaching practices, and learning materials.</p>	<p>Student exceptionally uses developmental knowledge to create healthy, respectful, supportive and challenging learning environments-including curriculum, interactions, teaching practices, and learning materials.</p>

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
ECD 247	Early Childhood Curriculum	1	10	Sections 0 Students 0	Sections 1 Students 10	Sections 0 Students 0	FT: 1 PT: 0	Yes *Fall only course

Program Outcome #1	No Evidence	Novice	Competent	Mastery	# of Students
Recognize young children's characteristics and needs.	0	2	6	2	10
Illustrate multiple influences on young children's development and learning.	3	2	3	2	10
Create healthy, respectful, supportive, and challenging learning environments.	0	5	4	1	10

Assessment Results

Program Outcome #1: Promoting Child Development and Learning

Lesson Plan- Students are required to develop a lesson plan that includes learning objectives, learning areas along with materials and activities, multicultural/diverse inclusion activities or materials, and family engagement. They are required to reflect on teaching responsibilities and interactions with children, how they will check for understanding, and how they will assess children's progress.

Program Outcome #1-Promoting Child Development and Learning-1a, 1b

This outcome was assessed with ECD 247-Early Childhood Curriculum. Students are required to develop a lesson plan that includes learning objectives, learning areas along

with materials and activities, multicultural/diverse inclusion activities or materials, and family engagement.

Sixty percent of student's plans were competent in PO #1a, demonstrating that they recognize young children's characteristics and needs. They exhibited this understanding by planning learning activities and experiences that challenge children in the classroom.

Although 50% of students were novice in PO #1b, creating healthy, respectful, supportive learning environments, the learning activities were appropriate and challenging. See Analysis for explanation.

Analysis

Fifty percent of students showed competency in PO #1. This was reflected in the learning activities that were developed by the students. The activities were developmentally appropriate with regards to play, guided play, and direct instruction. The student is responsible for ensuring that the lesson plan is appropriate and engaging for all domains of development and learning.

Fifty percent of students scored competent and 50% novice or below for PO #1b. This outcome requires students to illustrate multiple influences on young children's development and learning. The key piece of the lesson plan that was examined was to see how the students planned for diversity which included culture, gender, and ability. Half of the students were competent or above in including the diverse aspects in their plan and half were novice or below. Three of the five students scoring novice or below did not plan any learning activities or address diversity in their lesson plan.

Fifty percent of students scored novice and 50% were competent on PO #1c, creating challenging learning environments, based on the information they provided in the lesson plan regarding eliciting responses and checking for understanding of the concepts they were presenting. The novice students needed to provide more in-depth explanations of eliciting responses from the children and how they were going to assess students through observation of children's play and questioning of children.

Use of Results for Improvement

Students will continue to be required to develop a lesson plan that demonstrates their knowledge of child development and how children learn. Students develop the plan in ECD 247 which is offered in the Fall semester. A requirement will be added to the practicum courses of ECD 295 and ECD 296 for implementation of the lesson plan created in ECD 247 which will allow for further reflection and assessment of learning objectives with children.

Program Outcome #2 Rubric

Building Family and Community Relationships

Criteria	No Evidence	Novice	Competent	Mastery
Identify diverse family and community characteristics.	Student does not identify diverse family and community characteristics.	Student minimally identifies diverse family and community characteristics.	Student appropriately identifies diverse family and community characteristics.	Student exceptionally identifies diverse family and community characteristics.
Demonstrate how to support and engage families and communities through respectful, reciprocal relationships.	Student does not demonstrate how to support and engage families and communities through respectful, reciprocal relationships.	Student minimally demonstrates how to support and engage families and communities through respectful, reciprocal relationships.	Student appropriately demonstrates how to support and engage families and communities through respectful, reciprocal relationships.	Student exceptionally demonstrates how to support and engage families and communities through respectful, reciprocal relationships.
Discover how to engage and involve families and communities in their children's development and learning.	Student does not discover how to engage and involve families and communities in their children's development and learning.	Student minimally discovers how to engage and involve families and communities in their children's development and learning.	Student appropriately discovers how to engage and involve families and communities in their children's development and learning.	Student exceptionally discovers how to engage and involve families and communities in their children's development and learning.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved ?
ECD 247	Early Childhood Curriculum	1	10	Sections 0 Students 0	Sections 1 Students 10	Sections 0 Students 0	FT: 1 PT: 0	Yes *Fall only course

Key Elements	No Evidence	Novice	Competent	Mastery	# of Students
Identify diverse family and community characteristics.	0	4	4	2	10
Demonstrate how to support and engage families and communities through respectful, reciprocal relationships.	2	2	5	1	10
Discover how to engage and involve families and communities in their children's development and learning.	1	4	3	2	10

Assessment Result

Program Outcome #2: Building Family and Community Relationships

Lesson Plan- Students are required to develop a lesson plan that includes learning objectives, learning areas along with materials and activities, multicultural/diverse inclusion activities or materials, and family engagement. They are required to reflect on teaching responsibilities and interactions with children, how they will check for understanding, and how they will assess children's progress.

Sixty percent of students scored competent or above in PO #2a, identifying diverse family and community characteristics. Scoring was assessed by the extent of integration of family involvement in the lesson plan.

Sixty percent of students scored competent or above in PO #2b, supporting family relationships and engaging families. Scoring was based on the suggestions and/or activities that the students initiated for families and the depth of involvement for parents and child.

Fifty percent of students placed in the competent or higher range along with 50% placing novice or below for PO #2c, engaging families in their children's development and learning. Placement was based on the developmentally appropriateness of suggestions or activities the students provided parents to actively involve them in learning at home.

Analysis

Over half of the students were competent in providing learning objectives, activities and opportunities to families for PO #2. The extent of engagement the opportunities provided to the families and child were examined. As stated, most students created meaningful activities that met learning objectives and help to extend learning at home. The students who did not meet this outcome provided activities or information to parents that did not promote participation in their child's learning.

Use of Results for Improvement

This outcome showed that students need more guidance on the importance of family involvement and implementation. Students need to provide resources to parents that enhance their involvement with their child's development and learning. Many students planned activities for families, but they were not substantial learning activities.

Program Outcome #3 Rubric

Observing, documenting, and assessing to support young children and families

Criteria	No Evidence	Novice	Competent	Mastery
Identify the goals, benefits, and uses of assessment.	Student does not attempt to identify the goals, benefits, and uses of assessment.	Student minimally identifies the goals, benefits, and uses of assessment.	Student appropriately identifies the goals, benefits, and uses of assessment.	Student exceptionally identifies the goals, benefits, and uses of assessment.
Demonstrate skills in conducting observation, documentation, and other appropriate assessment tools and approaches.	Student does not demonstrate skills in conducting observation, documentation, and other appropriate assessment tools and approaches.	Student minimally demonstrates skills in conducting observation, documentation, and other appropriate assessment tools and approaches.	Student appropriately demonstrates skills in conducting observation, documentation, and other appropriate assessment tools and approaches.	Student exceptionally demonstrates skills in conducting observation, documentation, and other appropriate assessment tools and approaches.
Explain the responsibility of assessment to promote positive outcomes for each child.	Student does not explain the responsibility of assessment to promote positive outcomes for each child.	Student minimally explains the responsibility of assessment to promote positive outcomes for each child.	Student appropriately explains the responsibility of assessment to promote positive outcomes for each child.	Student exceptionally explains the responsibility of assessment to promote positive outcomes for each child.
Relate assessment partnerships with families and professional colleagues.	Student does not relate assessment partnerships with families and professional colleagues.	Student minimally relates assessment partnerships with families and professional colleagues.	Student appropriately relates assessment partnerships with families and professional colleagues.	Student exceptionally relates assessment partnerships with families and professional colleagues.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
ECD 296	Early Childhood Practicum II	1	5	Sections 0 Students 0	Sections 1 Students 5	Sections 0 Students 0	FT: 1 PT: 0	Yes *Spring only course

Key Elements	No Evidence	Novice	Competent	Mastery	# of Students
Identify the goals, benefits, and uses of assessment.	0	2	1	2	5
Demonstrate skills in conducting observation, documentation, and other appropriate assessment tools and approaches.	0	2	1	2	5
Explain the responsibility of assessment to promote positive outcomes for each child.	0	0	4	1	5
Relate assessment partnerships with families and professional colleagues	0	1	2	2	5

Assessment Result

Program Outcome #3: Observing, documenting, and assessing to support young children and families

Child Case Study-Students conduct an in-depth case study on one child between the ages of 0-5 years over the course of the semester. The purpose of this observation is to integrate course content with a hands-on experience in order to deepen student's understanding of child development theory and the multiple influences on a child's development. Students

are required to complete a developmental checklist and utilize information collected in the case study. They are also required to include family, community and cultural information.

Sixty percent of students scored competent or above in PO #3a; identifying the goals, benefits, and uses of assessment. The student's reflection about the benefits of development were reviewed to clarify if student had adequate understanding of the importance of assessment in tracking children's learning and development.

Sixty percent of students also scored competent or above in PO #3b; conducting appropriate observations and assessment. The student's use of objective versus subjective observations in the case study were reviewed for this outcome.

All students fell in the competent or above range regarding PO #3c; explaining the responsibility of assessment. Students were assessed on the extent they discussed the child's development and if development was used to create child outcomes for learning.

Eighty percent of students were competent or above in PO #3d, relating how the observation of child's development can benefit child further development of skills and understanding.

Analysis

The results of PO #3 indicate that students are illustrating how to observe, document and assess young children. ECD students demonstrated their understanding through a semester long child case study. They had to track the child's development using a developmental checklist and then further evaluate the child's developmental progress. The

results exhibited students adequately tracked and assessed the child's development along with providing suggestions for learning improvement. More information will be provided to students in ECD 247 for practice and engagement with writing objective observations.

Use of Results for Improvement

Observing and assessing children is a very important aspect of early childhood. Students need to understand the importance of tracking the development and learning of their students. The child case study was implemented this year and results show improvement in this outcome. The case study will continue to be used to track this outcome.

Program Outcome #4 Rubric

Using developmentally effective approaches

Criteria	No Evidence	Novice	Competent	Mastery
Relate the use of positive relationship and supportive interactions with the importance of children's success in learning.	Student does not relate the use of positive relationship and supportive interactions with the importance of children's success in learning.	Students minimally relates the use of positive relationship and supportive interactions with the importance of children's success in learning.	Student appropriately relates the use of positive relationship and supportive interactions with the importance of children's success in learning.	Student exceptionally relates the use of positive relationship and supportive interactions with the importance of children's success in learning.
Apply effective strategies and tools to influence development and learning of young children.	Student does not apply effective strategies and tools to influence development and learning of young children.	Student minimally applies effective strategies and tools to influence development and learning of young children.	Student appropriately applies effective strategies and tools to influence development and learning of young children.	Student exceptionally applies effective strategies and tools to influence development and learning of young children.
Use various learning formats of teaching/learning approaches to promote young children's development.	Student does not use various learning formats of teaching/learning approaches to promote young children's development.	Student minimally uses various learning formats of teaching/learning approaches to promote young children's development.	Student appropriately uses various learning formats of teaching/learning approaches to promote young children's development.	Student exceptionally uses various learning formats of teaching/learning approaches to promote young children's development.
Develop reflective, responsive, and intentional teaching practices to promote positive outcomes for each child.	Student does not develop reflective, responsive, and intentional teaching practices to promote positive outcomes for each child.	Student minimally develops reflective, responsive, and intentional teaching practices to promote positive outcomes for each child.	Student appropriately develops reflective, responsive, and intentional teaching practices to promote positive outcomes for each child.	Student exceptionally develops reflective, responsive, and intentional teaching practices to promote positive outcomes for each child.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
ECD 296	Early Childhood Practicum II	1	5	Sections 0 Students 0	Sections 1 Students 5	Sections 0 Students 0	FT: 1 PT: 0	Yes *Spring only course

Key Elements	No Evidence	Novice	Competent	Mastery	# of Students
Relate the use of positive relationship and supportive interactions with the importance of children's success in learning.	0	0	2	3	5
Apply effective strategies and tools to influence development and learning of young children.	0	2	1	2	5
Use various learning formats of teaching/learning approaches to promote young children's development.	0	3	1	1	5
Develop reflective, responsive, and intentional teaching practices to promote positive outcomes for each child.	0	1	2	2	5

Assessment Result

Program Outcome #4: Using developmentally effective approaches

Child Case Study-Students conduct an in-depth case study on one child between the ages of 0-5 years over the course of the semester. The purpose of this observation is to integrate course content with a hands-on experience in order to deepen student's knowledge of child development theory and the multiple influences on a child's development. Students are required to complete a developmental checklist and utilize information collected in the case study. The student assesses and summarizes the child's development and composes learning strategies that could improve development.

All students scored competent or above in PO #4a; understanding and using positive relationships and supportive interactions as the foundation for their work with young children and families. This information was found by examining the child case study for record or mention of interactions with the child they were focusing on for study.

Sixty percent of students scored competent or above for PO #4b; using effective strategies to influence development and learning. This percentage was based on how and if students used developmental checklists to track the child's development. Two students completed the child case study but did not include the checklist.

Only 40% of students scored competent or above regarding PO #4c, using various learning approaches to promote development. Students observation skills were assessed for this outcome, particularly if the student included objective or subjective observations in the case

study. Students need to objectively observe the child's behavior in order to develop learning strategies to promote development.

Eighty percent of students in PO #4d; teaching practices, were competent or above. This outcome was based on the student's reflection of the child's development and creation of teaching strategies that student individualized for the child to enhance learning.

Analysis

PO #4 demonstrates the student's understanding of planning for positive relationships and supportive interactions, knowing and understanding effective strategies and tools and using developmentally appropriate teaching/learning approaches. Again, ECD students demonstrated their knowledge through the child case study. The student's interactions and depth of comprehension of identifying the child's whole development was examined. The child's family, health, and environment play a role in development and that aspect was looked at to see if students identified that importance and that it was included in the study. Most students were competent in recording their interaction of the children along with how then child was developing. Students, again, lacked skills in providing objective observations.

Use of Results for Improvement

Students need more experience using developmentally effective approaches. Documentation from students, instructor and site supervisors is needed to demonstrate the practice of strategies used to implement effective teaching. This documentation would include, lesson plans, observations of interactions with children, appropriate learning

environments and learning activities created by student, and experience with assessing a child's development. More communication between site supervisors and instructor is needed to be able to track how students are developing these skills during their experience and practicums. An evaluation form for site supervisors to complete along with the instructor needs to be developed.

Program Outcome #5

Using content knowledge to build meaningful curriculum

Criteria	No Evidence	Novice	Competent	Mastery
Apply content knowledge and resources in academic disciplines: language and literacy; the arts (music, creative movement, dance, drama, visual arts), mathematics, science, physical activity, physical education, health and safety, and social studies.	Student does not apply content knowledge and resources in academic disciplines in developing integrated developmentally appropriate curriculum.	Student minimally applies content knowledge and resources in academic disciplines in developing integrated developmentally appropriate curriculum.	Student appropriately applies content knowledge and resources in academic disciplines in developing integrated developmentally appropriate curriculum.	Student exceptionally applies content knowledge and resources in academic disciplines in developing integrated developmentally appropriate curriculum.
Identify the use of central concepts, inquiry tools, and structures of content areas or academic disciplines.	Student does not identify the use of central concepts, inquiry tools, and structures of content areas or academic disciplines.	Student minimally identifies the use of central concepts, inquiry tools, and structures of content areas or academic disciplines.	Student appropriately identifies the use of central concepts, inquiry tools, and structures of content areas or academic disciplines.	Student exceptionally identifies the use of central concepts, inquiry tools, and structures of content areas or academic disciplines.
Design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.	Student does design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.	Student minimally designs, implements, and evaluates developmentally meaningful and challenging curriculum for each child.	Student appropriately designs, implements, and evaluates developmentally meaningful and challenging curriculum for each child.	Student exceptionally designs, implements, and evaluates developmentally meaningful and challenging curriculum for each child.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
ECD 247	Early Childhood Curriculum	1	10	Sections 0 Students 0	Sections 1 Students 10	Sections 0 Students 0	FT: 1 PT: 0	Yes *Fall only course

Key Elements	No Evidence	Novice	Competent	Mastery	# of Students
Apply content knowledge and resources in academic disciplines: language and literacy; the arts (music, creative movement, dance, drama, visual arts), mathematics, science, physical activity, physical education, health and safety, and social studies.	0	2	6	2	10
Identify the use of central concepts, inquiry tools, and structures of content areas or academic disciplines	0	2	6	2	10
Design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.	0	3	2	5	10

Assessment Results

Program Outcome #5: Using content knowledge to build meaningful curriculum

Lesson Plan- Students are required to develop a lesson plan that includes learning objectives, learning areas along with materials and activities, multicultural/diverse inclusion activities or materials, and family engagement. They are required to reflect on teaching responsibilities and interactions with children, how they will check for understanding, and how they will assess children's progress.

This outcome was assessed with ECD 247-Early Childhood Curriculum. Students are required to develop a lesson plan that includes learning objectives, learning areas along with materials and activities, multicultural/diverse inclusion activities or materials, and family engagement.

Seventy percent of students scored in the competent or mastery range for PO #5a; applying knowledge and resources in the various areas of learning. This was scored by reviewing the learning experiences created to provide meaningful learning instead of an activity to entertain.

Seventy percent of students were competent or higher in PO #5b; using concepts, inquiry tools, and structure of content areas for learning. This aspect was assessed by incorporating and building upon prior learning experiences based on children's ages that lesson plan was designed.

Once more, 70% of student's plans were competent or above for PO # 5c; designing and evaluating meaningful experiences that are intellectually and creatively stimulating, invite exploration and investigation, and engage children's active, sustained involvement.

Analysis

The results for PO #5 indicate that students understand the importance of a well-planned curriculum that broadly meets children's development yet, at the same time, incorporates tailored learning skills for each child. Seventy percent of students planned a developmentally appropriate lesson plan that met the goals of a meaningful curriculum outlined in the key elements of PO #5, therefore, exhibiting the understanding and application of curriculum planning.

Use of Results for Improvement

The activity plans that students are required to complete asks for all information needed for meeting this standard. Expectations from students about how to complete the form and the follow-up that is to be included needs to be addressed and shared with students. This can be done through examples and more information and resources shared with students. Evaluating the rubric and the explanation of lesson plan needs to be completed. Updating the rubric with detailed expectation could possibly assist students in what is expected for planning.

Program Outcome #6

Becoming a professional

Criteria	No Evidence	Novice	Competent	Mastery
Recognize the importance of identifying and involving oneself with the early childhood field.	Student does not recognize the importance of identifying and involving oneself with the early childhood field.	Student minimally recognizes the importance of identifying and involving oneself with the early childhood field.	Student appropriately recognizes the importance of identifying and involving oneself with the early childhood field.	Student exceptionally recognizes the importance of identifying and involving oneself with the early childhood field.
Demonstrate ethical standards and other early childhood professional guidelines.	Student does not demonstrate ethical standards and other early childhood professional guidelines.	Student minimally demonstrates ethical standards and other early childhood professional guidelines.	Student appropriately demonstrates ethical standards and other early childhood professional guidelines.	Student exceptionally demonstrates ethical standards and other early childhood professional guidelines.
Participate in continuous, collaborative learning to inform practice; use technology effectively with young children, with peers, and as a professional resource.	Student does not participate in continuous, collaborative learning to inform practice; use technology effectively with young children, with peers, and as a professional resource.	Student minimally participates in continuous, collaborative learning to inform practice; use technology effectively with young children, with peers, and as a professional resource.	Student appropriately participates in continuous, collaborative learning to inform practice; use technology effectively with young children, with peers, and as a professional resource.	Student exceptionally participates in continuous, collaborative learning to inform practice; use technology effectively with young children, with peers, and as a professional resource.

Program Outcome #6 Rubric Continued

Criteria	No Evidence	Novice	Competent	Mastery
Show evidence of integrating knowledgeable, reflective, and critical perspective on early education.	Student does not show evidence of integrating knowledgeable, effective, and critical perspective on early education.	Student minimally shows evidence of integrating knowledgeable, effective, and critical perspective on early education.	Student appropriately shows evidence of integrating knowledgeable, effective, and critical perspective on early education.	Student exceptionally shows evidence of integrating knowledgeable, effective, and critical perspective on early education.
Illustrate informed advocacy for children and profession.	Student does not illustrate informed advocacy for children and profession	Student minimally illustrates informed advocacy for children and profession	Student Appropriately illustrates informed advocacy for children and profession	Student exceptionally illustrates informed advocacy for children and profession.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
ECD 237	Early Childhood Development Lab	1	5	Sections 0 Students 0	Sections 1 Students 5	Sections 0 Students 0	FT: 1 PT: 0	Yes *Spring only course

Key Elements	No Evidence	Novice	Competent	Mastery	# of Students
Recognize the importance of identifying and involving oneself with the early childhood field.	0	2	3	0	5
Demonstrate ethical standards and other early childhood professional guidelines.	1	0	3	0	5
Participate in continuous, collaborative learning to inform practice; use technology effectively with young children, with peers, and as a professional resource.	0	3	2	0	5
Show evidence of integrating knowledgeable, reflective, and critical perspective on early education.	1	1	3	0	5
Illustrate informed advocacy for children and profession.	1	2	2	0	5

Assessment Result

Program Outcome #6: Becoming a professional

ECD 237 Program Evaluation-Students complete a program evaluation on their observation site that covers environment, staff, parent relationships, cultural awareness, organization and administration, overall program.

Outcome was assessed using ECD 237- Early Childhood Development Lab Program Evaluation. Students complete a program evaluation on their observation site that covers environment, staff, parent relationships, cultural awareness, organization and administration, and overall program. Sixty percent of students scored competent for PO #6a; identifying and involving oneself with the early childhood field. This was based on comments and recommendations provided by the students on the program evaluation. Eighty percent scored competent for PO #6b; demonstrating ethical standards. Recommendations were reviewed for appropriateness of comments. Were comments provided by students about the program critical or constructive? Only 40% of students scored in the competent range for PO #6c; informed practice. Students were evaluated on the thoroughness and appropriateness of completing the program evaluation. Sixty percent of students scored in the novice range due to lack of informed, detailed observations and/or suggestions for the program. Sixty percent of students scored competent for PO #6d; critical perspective of evidence, with 20% at or below novice. This was based on the level and/or amount of feedback and recommendations provided. Only 40% of students scored in the competent range for PO #6e, illustrating advocacy. This was scored by evaluating the thoroughness and appropriateness of completing the program evaluation. With regards

to valuing advocacy for children, students should exhibit a concern or interest in making sure children are part of a quality, learning environment.

Analysis

Early childhood educators need to be invested in the profession in order to effectively assist children in development and learning. PO # 6 results showed that students recognized the importance of identifying as an early childhood professional, demonstrating ethical standards, showing evidence of integrating knowledge of early education, and illustrating advocacy by thoroughly completing the program evaluation. They further demonstrated professionalism by including suggestions and recommendations for those things observed that were not appropriate or needed improvement.

Use of Results for Improvement

The results of this outcome show that students need more explanation of what is expected for completing the environmental checklist. More guidance needs to be given on the level of professionalism expected in recommendations and comments. Explanation needs to be given to students about the expectations of detailed, constructive comments along with comments regarding what the positive aspects of environment are and a depiction of those aspects.

Program Outcome #7

Field Experiences

Criteria	No Evidence	Novice	Competent	Mastery
Opportunities to observe and practice in at least two of the three early childhood age groups (birth–age 3, 3-5, 5-8)	Candidate participates in opportunities to observe and practice but does not complete required number of field experience hours and/or settings.	Candidates participates in opportunities to observe and practice in one early childhood age groups	Candidates participates in opportunities to observe and practice in two early childhood age groups	Candidates participates in opportunities to observe and practice in more than two early childhood age groups.
Opportunities to observe and practice in at least two of the main types of early education settings (early school grades, child care centers and homes, Head Start programs)	Candidate participates in opportunities to observe and practice but does not complete required number of field experience hours and/or settings.	Candidates participates in opportunities to observe and practice in only one of the main types of early education settings (early school grades, child care centers and homes, Head Start programs).	Candidates participates in opportunities to observe and practice in two of the main types of early education settings (early school grades, child care centers and homes, Head Start programs).	Candidates participates in opportunities to observe and practice in more than two of the main types of early education settings (early school grades, child care centers and homes, Head Start programs).

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
ECD 295	Early Childhood Practicum I	1	7	Sections Students	Sections 1 Students 7	Sections 0 Students 0	FT: 1 PT: 0	Yes *Spring only course
ECD 296	Early Childhood Practicum II	1	7	Sections Students	Sections 1 Students 7	Sections 0 Students 0	FT: 1 PT: 0	Yes *Spring only course
ECD 237	Early Childhood Development Lab	1	7	Sections 0 Students 0	Sections 1 Students 7	Sections 0 Students 0	FT: 1 PT: 0	Yes *Fall only course

Key Elements	No Evidence	Novice	Competent	Mastery	# of Students
Opportunities to observe and practice in at least two of the three early childhood age groups (birth–age 3, 3-5, 5-8)	0	0	4	3	7
Opportunities to observe and practice in at least two of the main types of early education settings (early school grades, child care centers and homes, Head Start programs)	0	14	0	0	14

Assessment Result

Program Outcome #7: Early childhood field experiences

ECD 295/296-Students are required to complete 90 hours of field experience with children from the ages of 0-8. ECD 237- Students are required to complete 30 hours of observation with children from the ages of 0-8.

Program Outcome #7a was assessed with on-site observations of student working in an early childhood classroom through ECD 295/296-Infant/Toddler and Preschool Practicums. Students are required to complete 60 hours of field experience with children from the ages of 0-8. Fifty-seven percent of students completed practicum hours in two of the required age groups meeting the competent range. Forty-two percent scored mastery by completing practicum hours in more than two age groups. PO #7b had one hundred percent of students score in the novice area due to not completing practicums in at least two of the main types of early education settings. This was assessed with ECD 237-Early Childhood Development Lab observation hours.

Analysis

Students were able to complete the required number of practicum hours. Yet, the results reflect the difficulty they have with completing their hours with different age groups and settings (public preschool, Head Start, elementary classroom). Over fifty percent of ECD students are employed in an early childcare facility which due to staffing and ratios prohibits them from leaving their classroom to visit another age group or setting.

Use of Results for Improvement

Students are expected to complete practicums with two age groups and two different settings. There was an improvement of observing in two different age groups of children. Students have difficulty with observing in two different settings because of work schedules. Possibly including an incentive for those who do observe in more than one setting would increase the number of students completing this requirement. One possibility could be that those students wouldn't have to complete an agreed upon assignment or drop the lowest grade from their total at the end of the semester.

Additional Summary Notes

Anomalies in the results that were noticed:

Were changes needed to improve student learning?

Yes. See the Use of Results section below where specific improvements will be addressed.

Patterns in the data observed:

The ECD 295 and 296 Practicum requirements are outlined to students. The practicums require participation in two different age groups and settings. Students are not following through with the guidelines. This is believed to be happening due to a number of ECD students working full-time in an early childhood setting. Students are allowed to count their work hours as practicum hours, however, they have difficulty finding the time to be able to complete practicum hours with age groups that are outside of the age groups in their own classrooms. This pattern continued from the last academic year.

Assessment of curriculum and learning activities continues to be a challenge for students.

The data showed that they are improving but there is still a need for more improvement.

Identified Action Items to Improve Student Learning

- Incorporate more opportunities for students to plan diverse activities and how to implement materials and learning opportunities into the curriculum -PO #1
- Integrate more child assessment assignments into practicums so students can do hands-on field experience with assessments. -PO #3
- Require ECD 237 students to observe in at least 2 different settings with 2 different age groups. -PO #7
- Visit students and supervisors at least twice during practicums and increase communication with site supervisors. PO #4, #6, #7
- Create site supervisor evaluation for practicum students. -PO #7

Student Learning Outcomes (SLO) Report Addendum

Program Name: Early Childhood Development

Describe any changes (Curriculum, QM, modality, textbook, learning resources, etc.) made to your program in any previous year(s) that may have caused the (positive or negative) outcomes results in the 2018-19 SLO report. (Use as many pages as necessary to describe.)

Change 1: Course Deactivation

ECD 298-Special Topics in Early Childhood Development was deactivated. It was originally created for Head's Up! Reading, a 30-hour interactive, distance learning course. It had not been used since 2000.

Change 2: Curriculum Changes to ECD 205 and ECD 208

Observation hours were changed from 60 to 30 to match the correct credit/contact hour correlation. New student learning objectives were approved for ECD 205-Preschool CDA and ECD 208-Infant/Toddler CDA. The SLO's in these two courses are based on the Council for Professional Recognition's CDA standards. The SLOs were rephrased to utilize measurable terms. The course description for the above courses were changed to reflect the updated number of observation hours and to reflect the appropriate age group for each course. Changed ECD 202 from a prerequisite to a corequisite since ECD 126, ECD 202 and ECD 205 or 208 are designed to complete in one semester for the Short-Term Certificate. Added the CDA Competency Standards book as a buy book for each CDA

course. The book is the resource book that outlines the requirements for the CDA certificate.

Change 3: Change of Assessment for Outcome 2: Building Family and Community Relationships

Previously Outcome 2 had been assessed with participation in Silly Saturday or other community involvement activity in the student's area. The assessment was changed to the lesson plan that is required in ECD 237. There is a piece that requires students to plan for parent engagement. This can be through events in the classroom, sending learning activities home for parents to work with their child, or a variety of other things that the student includes in the lesson plan.

Change 4: Observing, documenting, and assessing to support young children and families and Outcome 4: Using developing effective approaches.

The assessment for Outcome 3 and 4 was changed from a written child observation to a child case study. The observation was a form that students completed in which they were looking for examples of certain traits, development, and interactions. The child case study is a more in-depth assessment that requires the student to complete a developmental checklist on one child along with utilizing the developmental information in describing the child's development. If there are delays or advances, students make recommendations for supporting those aspects. The case study also contains a section for including information about the child's family, background, and culture.

Change 5: Change Assessment for Outcome 5: Using knowledge to build meaningful curriculum

Updated the assessment from the activity plan in ECD 247 to the lesson plan assignment. The lesson plan provides a more complex planning opportunity. The activity plan only covers one learning area, whereas the lesson plan covers all learning areas across the early childhood curriculum.

Explain how the data points align and impact the student learning outcomes or program outputs for each of the changes listed above in section (1.). (*Output data do not directly and specifically measure changes in student learning. Output data are the indirect results of program activities and are measured by enrollment, retention rate, graduation data, and external exam pass rates, etc.*)

Change 1: Course Deactivation

Change will alleviate confusion since it is not offered and once was listed as an elective.

Change 2: Curriculum Changes to ECD 205 and ECD 208

There was an increase in course enrollment with the change from the courses changing from an elective to a required course. The overall enrollment for the two courses in Spring 2018 was 5 with an increase to 11 in Spring 2019.

These changes should assist the student in understanding the requirements of the CDA Credential by having the book that outlines the whole process. Before, the requirements were included throughout the course and students questioned why some assignments were

required to be completed exactly how it is stated. They will now be able to see the direct information for the Council.

Change 3: Change of Assessment for Outcome 2: Building Family and Community Relationships

The assessment improvement for planning and working with families should increase the awareness of the importance of family in a child's development and continued learning. Students will be able to reflect on their planning and the outcomes they seek for families.

Change 4: Observing, documenting, and assessing to support young children and families and Outcome 4: Using developing effective approaches.

The child case study requires the student to assess and observe a child throughout the semester allowing for an in-depth depiction of the child's development, behavior and family.

Change 5: Change Assessment for Outcome 5: Using knowledge to build meaningful curriculum

Students provide a detailed lesson plan that requires them to create learning objectives, plan the learning environment, group times and family engagement. The student must then monitor and assess how they would elicit child responses to evaluate learning and check for understanding, and reflect on how the lesson was received by the children. The planning and assessment information provided by the ECD student allows for assessment to analyze how they are using their knowledge to create curriculum.



THREE RIVERS COLLEGE

Teacher Education

AA

AAT

AAS

Program Level SLO Report

Alice Sanders – Program Manager

2018-2019

Program Purpose Statement

Program Purpose Statement: The Three Rivers College Teacher Education Preparation Program is committed to providing a strong general studies curriculum integrated with coursework for the aspiring teacher candidate. The Teacher Education Preparation Program of study is fully accredited through the Department of Elementary and Secondary Education (DESE) and is transferable to most Missouri College or Universities. The program is designed to provide the necessary background for further professional studies and allow the student to validate education as a career choice.

- To offer general studies and education courses to meet the requirements for the AAT degree approved statewide by the Department of Higher Education.
- To offer students a wide variety of courses and experiences that will give them a broad base of knowledge.
- To provide students with firsthand knowledge of educational practices.
- To provide students with experiences and knowledge to meet the mid-preparation benchmark of the Missouri Standards for Teacher Education.
- To form partnerships with local elementary, middle and secondary schools.
- To prepare students for a smooth transition to the professional education program of any Missouri college or university.
- To work with four- year colleges to ensure two plus two programs for Three Rivers College students.

Program Outcomes

1. **Content Knowledge Aligned with Appropriate Instruction**-The aspiring teacher candidate understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make aspects of subject matter meaningful and engaging for students.
2. **Student Learning, Growth and Development**-The aspiring teacher candidate understands how students learn, develop, and differ in their approaches to learning. The teacher provides learning opportunities that are adapted to diverse learners and support the intellectual, social and personal development of all students.
3. **Curriculum Implementation**-The aspiring teacher candidate recognizes the importance of long-range planning and curriculum development. The teacher develops, implements, and evaluates curriculum based upon student, district, and state standards data.
4. **Critical Thinking**-The aspiring teacher candidate uses a variety of instructional strategies and resources to encourage students' critical thinking, problem solving, and performance skills.
5. **Positive Classroom Environment**-The aspiring teacher candidate uses an understanding of individual/group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation.
6. **Effective Communication**-The aspiring teacher candidate models effective verbal, nonverbal, and media communication techniques with students, colleagues, and families to foster active inquiry, collaboration, and supportive interaction in the classroom.
7. **Student Assessment and Data- Analysis**-The aspiring teacher candidate understands and uses formative and summative assessment strategies to assess the learner's progress and uses both classroom and standardized assessment data to plan ongoing instruction. The teacher monitors the performance of each student and devises instruction to enable students to grow and develop, making adequate academic progress.
8. **Professionalism**-. The aspiring teacher candidate is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher actively seeks out opportunities to grow professionally in order to improve learning for all students.
9. **Professional Collaboration**-The aspiring teacher candidate has effective working relationships with students, parents, school colleagues, and community members.

Curriculum Mapping

Three Rivers College Program Managers review their program curriculum to align instruction to programmatic outcomes. The exercise of curricular mapping allows Program Managers to evaluate the curriculum in a broader perspective to develop and implement an assessment plan for the program, reveal any gaps in the curriculum, and identify areas where improvement interventions can be implemented. This curriculum mapping also provides the faculty improved communication amongst program faculty and students. The subsequent curriculum maps are arranged by program outcome to correspond with the Student Learning Outcomes provided within this report for the 2018-19 academic year.

Teacher Education: Program Outcomes Mapping

Program Outcome 1: Content Knowledge Aligned with Appropriate Instruct

Course	Course Learning Outcome (CLO)
EDUC 201: Teaching Profession	Demonstrate an understanding of what constitutes interdisciplinary instruction (CLO 1)
EDUC 210: Educational Psychology	Demonstrate an awareness of teaching methodologies used to engage students in subject matter (CLO 1)
EDUC 230: Foundations of Education	Demonstrate an understanding of cultural diversity and the potential for bias in teaching (CLO 1)
EDUC 270: Educational Technology	Demonstrate an awareness of current methods, strategies, and assistive and adaptive technology for using technology to maximize student learning among diverse learners, including English Language Learners (CLO 3)
	Demonstrate an ability to apply adaptive and assistive technology in support of diverse learners, including English Language Learners (CLO 7)

Program Outcome 2: Student Learning, Growth and Development

Course	Course Learning Outcome (CLO)
EDUC 201: Teaching Profession	Recognize the need to set short- and long-term goals, organize, implement, and self-reflect (CLO 1)
EDUC 210: Educational Psychology	Demonstrate a basic knowledge of principles of human development (CLO 2)
	Demonstrate a basic knowledge of theories of learning (CLO 3)
	Demonstrate an understanding that students differ in their approaches to learning (CLO 4)
	Identify how students' prior experiences, learning styles, multiple intelligences, strengths, and needs impact learning (CLO 5)
EDUC 230: Foundations of Education	Analyze the historical, philosophical, and sociological foundations of schooling in the United States to understand their effects on current educational practices and issues (CLO 2)
	Demonstrate a basic knowledge of how differing philosophic views imply different approaches to learning (CLO 3)
	Demonstrate an understanding that students from varied cultural backgrounds may differ in their approaches to learning (CLO 5)
EDUC 270: Educational Technology	Demonstrate an awareness of current methods, strategies, and assistive and adaptive technology for using technology to maximize student learning among diverse learners, including English Language Learners (CLO 3)
	Demonstrate an ability to apply adaptive and assistive technology in support of diverse learners, including English Language Learners (CLO 7)

**Program Outcome 3:
Curriculum Implementation**

Course	Course Learning Outcome
EDUC 201: Teaching Profession	Demonstrate a basic understanding of differentiated instruction and short- and long-term instructional planning to meet student needs (CLO 3)
EDUC 210: Educational Psychology	Demonstrate an understanding of the importance of using appropriate strategies to meet individual student needs (CLO 6)
EDUC 230: Foundations of Education	Demonstrate an understanding of curriculum, instructional alignment, national and state standards (CLO 4)
	Demonstrate an understanding of the importance of using appropriate strategies to meet individual student needs (CLO 6)
EDUC 270: Educational Technology	Demonstrate a sound understanding of current guidelines for technology in education (CLO 1)
	Demonstrate competency in 21st century skills related to educational technology (CLO 2)
	Demonstrate an understanding of the social, ethical, legal, and human issues surrounding the use of technology (CLO 6)

**Program Outcome 4:
Critical Thinking**

Course	Course Learning Outcome (CLO)
EDUC 201: Teaching Profession	Demonstrate the importance of using instructional resources to enhance student learning (CLO 4)
	Demonstrate a basic understanding of multiple strategies for effective student engagement (CLO 5)
EDUC 210: Educational Psychology	Demonstrate a basic understanding of multiple strategies for effective student engagement (CLO 7)
EDUC 270: Educational Technology	Demonstrate an awareness of current methods, strategies, and assistive and adaptive technology for using technology to maximize student learning among diverse learners, including English Language Learners (CLO 3)
	Develop technology strategies to facilitate a variety of formative and summative assessment techniques (CLO 4)
	Demonstrate an understanding of the social, ethical, legal, and human issues surrounding the use of technology (CLO 6)

**Program Outcome 5:
Positive Classroom Environment**

Course	Course Learning Outcome (CLO)
EDUC 201: Teaching Profession	Recognize principles of classroom management, motivation, and engagement (CLO 6)
	Identify the implications of effective management of time, space, transitions, and activities (CLO 7)
EDUC 210: Educational Psychology	Recognize principles of classroom management, motivation, and engagement (CLO 8)
EDUC 230: Foundations of Education	Recognize the influence of classroom, school, and community culture on student relationships and the impact on the classroom environment and learning (CLO 7)

**Program Outcome 6:
Effective Communication**

Course	Course Learning Outcome (CLO)
EDUC 201: Teaching Profession	Demonstrate effective verbal and nonverbal communication techniques (CLO 8)
	Recognize the need to be sensitive to student differences in communication (CLO 9)
	Reflect on how effective teachers facilitate learner expression in speaking, writing, listening, and other media (CLO 10)
EDUC 270: Educational Technology	Demonstrate competency in 21st century skills related to educational technology (CLO 2)
	Demonstrate an awareness of current methods, strategies, and assistive and adaptive technology for using technology to maximize student learning among diverse learners, including English Language Learners (CLO 3)
	Demonstrate an understanding of the social, ethical, legal, and human issues surrounding the use of technology (CLO 6)
	Demonstrate an ability to apply adaptive and assistive technology in support of diverse learners, including English Language Learners (CLO 7)

**Program Outcome 7:
Student Assessment and Data- Analysis**

Course	Course Learning Outcome (CLO)
EDUC 201: Teaching Profession	Recognize the importance of maintaining confidentiality of student records and communicating student progress to students, families, colleagues, and administrators (CLO 11)
EDUC 210: Educational Psychology	Recognize the importance of using formative and summative assessment strategies (CLO 9)
	Recognize how data are used to guide informed educational decisions (CLO 10)
	Recognize the importance of self- and peer assessment (CLO 11)
	Recognize the role of assessment data in showing the effectiveness of instruction on individual/class learning (CLO 12)
	Recognize the importance of collaboration in the data analysis process (CLO 13)

Program Outcome 7 (continued):

EDUC 270: Educational Technology	Develop technology strategies to facilitate a variety of formative and summative assessment techniques (CLO 4)
	Demonstrate an understanding of the social, ethical, legal, and human issues surrounding the use of technology (CLO 6)

**Program Outcome 8:
Professionalism**

Course	Course Learning Outcome (CLO)
EDUC 201: Teaching Profession	Articulate understanding of the importance of reflective practice and continual professional growth (CLO 12)
	Articulate the importance of regular participation in professional learning opportunities (CLO 13)
	Recognize ethical practices and the influence of district policies and school procedures on professional practice (CLO 14)
EDUC 230: Foundations of Education	Analyze the historical, philosophical, and sociological foundations of schooling in the United States to understand their effects on current educational practices and issues (CLO 2)
	Recognize legal and ethical practices and the influence of district policies and school procedures on professional practice (CLO 8)
EDUC 270: Educational Technology	Demonstrate the use of technology to enhance personal and professional productivity (CLO 5)
	Demonstrate an understanding of the social, ethical, legal, and human issues surrounding the use of technology (CLO 6)

**Program Outcome 9:
Professional Collaboration**

Course	Course Learning Outcome (CLO)
EDUC 201: Teaching Profession	Identify strategies for fostering appropriate relationships with peers and school personnel (CLO 15)
	Recognize the availability of basic services in the school and community to support students and their learning (CLO 16)
	Recognize the importance of developing relationships with students, families, and communities in support of student learning (CLO 17)
EDUC 230: Foundations of Education	Identify strategies for fostering appropriate collaboration with colleagues and school personnel (CLO 9)
	Recognize the importance of developing relationships and applying services with students, families, and communities in support of student learning (CLO 10)
EDUC 270: Educational Technology	Demonstrate the use of technology to enhance personal and professional productivity (CLO 5)
	Demonstrate an understanding of the social, ethical, legal, and human issues surrounding the use of technology (CLO 6)

Introduction

The nine program outcomes reflect the expected competencies of aspiring teacher candidates within the first two years of teacher education coursework. These same program outcomes continue throughout an aspiring teacher education candidate's third and fourth year of instruction at the four-year institution as well as throughout their teaching career to contribute to the Missouri teaching continuum as designed by DESE.

Program Learning Outcome #1 Rubric

Content Knowledge Aligned with Appropriate Instruction: *The aspiring teacher candidate understands the central concepts, structures, and tools of inquiry of the discipline and creates learning experiences that make aspects of subject matter meaningful and engaging for students.*

Rubric Criteria	No Evidence	Novice	Competent	Mastery
#1 The aspiring teacher candidate demonstrates basic general education content knowledge, as well as awareness of academic language of disciplines.	The aspiring teacher candidate demonstrates little or no evidence of basic general education content knowledge, as well as awareness of academic language of disciplines.	The aspiring teacher candidate demonstrates some evidence of basic general education content knowledge, as well as awareness of academic language of disciplines.	The aspiring teacher candidate demonstrates recognition of basic general education content knowledge, as well as awareness of academic language of disciplines.	No weakness found. The aspiring teacher candidate demonstrates basic content knowledge as well as awareness of academic language of disciplines.
#2 The aspiring teacher candidate demonstrates an understanding of cultural diversity and the potential for bias in teaching.	The aspiring candidate demonstrates little/no evidence of an understanding of cultural diversity and the potential for bias in teaching.	The aspiring candidate demonstrates some basic understanding of cultural diversity and the potential for bias in teaching.	The aspiring candidate demonstrates basic understanding of cultural diversity and the potential for bias in teaching.	No weakness found. The aspiring candidate demonstrates an understanding of cultural diversity and the potential for bias in teaching.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
EDUC 201	Teaching Profession w/Field Experience	5	77	Sections 5 Students 77	Sections 0 Students 0	Sections 0 Students 0	FT: PT: 4	Yes

	No Evidence	Novice	Competent	Mastery	# of Students
#1 The aspiring teacher candidate demonstrates basic general education content knowledge, as well as awareness of academic language of disciplines.	0	10	65	2	77
#2 The aspiring teacher candidate demonstrates an understanding of cultural diversity and the potential for bias in teaching.	2	22	52	1	77

Assessment Result

Program Outcome #1: Content Knowledge Aligned with Appropriate Instruction: The aspiring teacher candidate understands the central concepts, structures, and tools of inquiry of the discipline and creates learning experiences that make aspects of subject matter meaningful and engaging for students.

Program Outcome One was assessed in EDUC 201 Teaching Profession w/Field Experience. Students are required to complete a total of 30 hours of classroom engagement throughout the sixteen-week course and to then reflect through narrative

writing. Writing prompts require students to demonstrate a knowledge of academic language appropriate to the discipline as well as an understanding of cultural diversity and the potential for bias in teaching.

Criteria #1 (77 Students)

3 % Mastery

84 % Competent

13 % Novice

Criteria #2

1 % Mastery

68 % Competent

29 % Novice

2 % No Evidence

Analysis

During the 2018-2019 academic year 84% of aspiring teacher candidates have scored Competent in their demonstration of basic general education content knowledge as well as an awareness of the academic language of the teacher education discipline. Aspiring teacher education candidates are instructed to address five writing prompts in their Reflections of Blocks I & II. Students having scored Competent in Criteria 1 have demonstrated 3-4 indicators of basic knowledge and academic language in their written reflections. Students scoring Novice (13%- 10 students) demonstrated 2-3 indicators of basic knowledge and academic language in their written reflections.

Aspiring teacher education candidates scored 68% Competent in Criteria #2 understanding of cultural diversity and the potential for bias in teaching. Candidates are instructed to address five writing prompts in their Reflections of Blocks I & II. Students having scored Competent in Criteria 2 have demonstrated 3-4 indicators in their written reflections. Candidates scoring Novice (29%-22 students) in Criteria #2 demonstrated 2-3 indicators understanding cultural diversity and the potential for bias in teaching. Candidates scoring No Evidence (2%-2 students) in Criteria #2, demonstrated no indicators in understanding cultural diversity and the potential for bias in teaching.

Candidates scoring Novice in Criteria #1 may not have the formal writing skills necessary to complete the artifact assessment used. EDUC 201 where PLO#1, Criteria #1 is assessed requires a prerequisite of ENGL 111 with a C or better. It's unclear if ENGL 111 addresses the formal writing still necessary for the completion of this assignment.

Candidates scoring Novice and No Evidence in Criteria #2 did not understand the difference between cultural diversity and racial diversity present in the public-school districts in which they've observed. Because they were unable to understand cultural diversity, they were then unable to address the potential for bias in teaching.

Use of Results for Improvement

Aspiring teacher education candidates need feedback provided with reflective writing processes prior to the completion of their required reflective writings for Block I and Block II observation and engagement hours. Full-time and adjunct faculty responsible for teaching EDUC 201 Teaching Profession with Field Experience will collaborate to create

an activity to be added to the course curriculum to provide candidates with prewriting reflective writing skills throughout the 2019-2020 academic year. In addition, collaboration is needed with instructors in the ENGL department to evaluate the assessment and rubric for PLO#1, Criteria #1 to determine if it is appropriate for students who have only completed ENGL 111. Additional instruction needs to be added regarding the difference between racial and cultural diversity present in area public schools.

Program Learning Outcome #2 Rubric

Student Learning, Growth and Development. *The aspiring teacher candidate understands how students learn, develop, and differ in their approaches to learning. The aspiring teacher candidate provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students.*

Rubric Criteria	No Evidence	Novice	Competent	Mastery
#1 The aspiring teacher candidate demonstrates a basic knowledge of theories of learning	The aspiring teacher candidate demonstrates little/no evidence of a basic knowledge of theories of learning. No theories of learning identified.	The aspiring teacher candidate demonstrates some basic knowledge of theories of learning. One theory of learning identified.	The aspiring teacher candidate demonstrates rudimentary basic knowledge of theories of learning. One – two theories of learning identified.	No weakness found. The aspiring teacher candidate demonstrates basic knowledge of theories of learning. Two plus theories of learning identified.
#2 The aspiring teacher candidate recognizes the need to set short- and long-term goals, organize, implement, and self-reflect.	The aspiring teacher candidate recognizes little/no need to set short and long-term goals, organize, implement and self-reflect. No goals or organization identified.	The aspiring teacher candidate recognizes some basic need to set short and long-term goals, organize, implement and self-reflect. One goal or example of organizational skill identified.	The aspiring teacher candidate recognizes a basic need to set short and long-term goals, organize, implement and self-reflect. One- two goals or examples of organizational skills identified.	No weakness found. The aspiring teacher candidate recognizes the need to set short and long-term goals, organize, implement and self-reflect. Two plus goals or examples of organizational skills identified.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved ?
EDUC 201	Teaching Profession w/Field Experience	5	77	Sections 5 Students 77	Sections 0 Students 0	Sections 0 Students 0	FT: PT: 5	Yes

	No Evidence	Novice	Competent	Mastery	# of Students
#1 The aspiring teacher candidate demonstrates a basic knowledge of theories of learning	4	58	15	0	77
#2 The aspiring teacher candidate recognizes the need to set short- and long-term goals, organize, implement, and self-reflect.	5	48	24	0	77

Assessment Result

Program Outcome #2: Student Learning, Growth and Development. *The aspiring teacher candidate understands how students learn, develop, and differ in their approaches to learning. The aspiring teacher candidate provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students.*

[The outcome] was assessed in EDUC 201 Teaching Profession w/Field Experience. Students are required to complete a total of 30 hours of classroom engagement throughout the sixteen-week course and to then reflect through narrative writing. Writing prompts require students to demonstrate a basic knowledge of theories of learning and recognize the need to set short- and long-term goals, organize, supplement and self-reflect.

Criteria #1 (77 Students)

19 % Competent

75 % Novice

6 % No Evidence

Criteria #2

31 % Competent

63 % Novice

6 % No Evidence

Analysis

During the 2018-2019 academic year aspiring teacher candidates have developed competency in the following: 19% Competent in Criteria 1 and 31% Competent in Criteria 2. Student centered opportunities identifying and applying the basic theories of learning were incorporated in EDUC 201 Teaching Profession with Field Experience during the 2018-2019 academic year.

Criteria #1

Candidates scoring Competent in Criteria #1 demonstrated 1 to 2 indicators of understanding basic learning theories. Candidates scoring Novice in Criteria #1 demonstrated 1 indicator of understanding basic learning theories and Candidates scoring No Evidence in Criteria #1 demonstrated no indication of understanding basic learning theories. Program Learning Outcome #2, Criteria 1 may be inappropriate as an assessment tool for beginning teacher education candidates in EDUC 201. Candidates

observe two 15-hour blocks throughout the semester which may not provide adequate examples of basic learning theory in practice. EDUC 201 is an introductory exploratory course designed to provide aspiring teacher education candidates with a broad spectrum of responsibilities of the teaching profession. The demonstration of basic knowledge in educational learning theories (Criteria #1) may be more appropriately assessed in EDUC 210 Educational Psychology through Course Learning Outcome # 3 and # 4. It may be more appropriate to introduce candidates to the basic learning theories in the lecture setting of EDUC 201 and introduce a different assessment artifact for this Criteria.

Criteria #2

Aspiring teacher education candidates scoring 31% Competent in the recognition of the need to set short-and-long term goals for organization, implementation and self-reflection in the classroom setting identified 1 to 2 indicators. Candidates scoring Novice (63%) recognized 1 indicator and candidates scoring No Evidence (6%) recognized no indicators. Candidates have been asked to reflect on the need for goals in classroom organization and implementation in their Blocks I & II engagement hours through reflective writing. Reflective writing may not be an appropriate assessment artifact for Criteria 2. Candidate reflections based upon their Block I & II observations have centered on a play-by-play script of the classroom they have observed. Assessment of Criteria 2 is appropriate for EDUC 201, however the current assignment used for this criterion is not effective.

Use of Results for Improvement

Program Outcome #2-Student Learning, Growth and Development.

Assessment of Criteria 1 will be revised to provide additional instruction in the lecture environment in basic learning theories and the assessment artifact will be changed to an assessment artifact more appropriately suited to instruction. Because candidates have limited observation time in the public classroom based upon their personal schedules, revising the assessment of Criteria #1 from a reflective activity on the demonstration of an observed individual teacher to a reflective activity based upon lecture instruction may be a more appropriate assessment of the criteria.

Assessment of Criteria 2 will remain in EDUC 201 Teaching Profession. Full-time and adjunct faculty will collaborate to create an activity that requires candidates to set both short-and-long term goals in the classroom setting. Providing students opportunities to plan and organize an entire academic year for their future classroom will allow candidates to identify the need for organizational skills as described in Criteria 2 and potentially move future candidates toward Mastery of Criteria 2.

Program Learning Outcome #3 Rubric

Curriculum Implementation- *The aspiring teacher candidate recognizes the importance of long-range planning and curriculum development. The aspiring teacher candidate develops, implements, and evaluates curriculum based upon student, district, and state standards data.*

Rubric Criteria	No Evidence	Novice	Competent	Mastery
#1 The aspiring teacher candidate demonstrates an understanding of curriculum, instructional alignments, and national/state standards	The aspiring teacher candidate demonstrates little/no understanding of curriculum, instructional alignment, and national and state standards. No Missouri Learning Standard used.	The aspiring teacher candidate demonstrates some understanding of curriculum, instructional alignment, and national and state standards. One Missouri Learning Standard used.	The aspiring teacher candidate demonstrates a basic understanding of curriculum, instructional alignment, and national and state standards. One-two Missouri Learning Standards used.	No weakness found. The aspiring teacher candidate demonstrates an understanding of curriculum, instructional alignment, and national and state standards. Two plus Missouri Learning Standards used.
#2 The aspiring teacher candidate demonstrates an understanding of the importance of using appropriate strategies to meet individual student needs.	The aspiring teacher candidate demonstrates little/no evidence of and understanding of the importance of using appropriate strategies to meet individual student needs. No specific instructional strategy identified.	The aspiring teacher candidate demonstrates some understanding of the importance of using appropriate strategies to meet individual student needs. One instructional strategy identified.	The aspiring teacher candidate demonstrates a basic understanding of the importance of using appropriate strategies to meet individual student needs. One- two instructional strategies identified.	No weakness found. The aspiring teacher candidate demonstrates an understanding of the importance of using appropriate strategies to meet individual student needs. Two plus instructional strategies identified.
#3 The aspiring teacher candidate demonstrates a basic understanding of the importance of differentiated instruction and short/long-term instructional goal planning to meet student needs.	The aspiring teacher candidate demonstrates little/no evidence of a basic understanding of the importance of differentiated instruction and short and long-term instructional goal planning to meet student needs. No UDL Principles identified.	The aspiring teacher candidate demonstrates some basic understanding of the importance of differentiated instruction and short and long-term instructional goal planning to meet student needs. One UDL Principle identified.	The aspiring teacher candidate demonstrates rudimentary basic understanding of the importance of differentiated instruction and short and long-term instructional goal planning to meet student needs. One-two UDL Principles identified.	No weakness found. The aspiring teacher candidate demonstrates a basic understanding of the importance of differentiated instruction and short and long-term instructional goal planning to meet student needs. Two plus UDL Principles identified.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
EDUC 210	Educational Psychology	1	27	Sections 0 Students 0	Sections 1 Students 27	0	FT 1 PT 0	Yes

	No Evidence	Novice	Competent	Mastery	# of Students
#1 The aspiring teacher candidate demonstrates an understanding of curriculum, instructional alignments, and national/state standards	0	2	10	15	27
#2 The aspiring teacher candidate demonstrates an understanding of the importance of using appropriate strategies to meet individual student needs.	0	3	7	17	27
#3 The aspiring teacher candidate demonstrates a basic understanding of the importance of differentiated instruction and short/long-term instructional goal planning to meet student needs.	0	3	7	17	27

Assessment Result

Program Outcome #3: Curriculum Implementation-The aspiring teacher candidate recognizes the importance of long-range planning and curriculum development. The aspiring teacher candidate develops, implements, and evaluates curriculum based upon student, district, and state standards data

Program Outcome #3-Curriculum Implementation was assessed in EDUC 210 Educational Psychology. Currently UDL principles are introduced and required for the design of the semester long project, The Real Deal Project. The project requires students to design a classroom floor plan, behavioral management plan, lesson plan, field trip, classroom of learners, accommodate/modify curriculum based upon exceptional learners and self-reflect.

Criteria #1 (27 students)

56 % Mastery

37 % Competent

7 % Novice

Criteria #2

63 % Mastery

26 % Competent

11 % Novice

Criteria #3

63 % Mastery

26 % Competent

11 % Novice

Analysis

During the 2018-2019 academic year aspiring teacher candidates have developed mastery in the following:

56% Mastery in Criteria 1, 63% Mastery in Criteria 2, and 63% Mastery in Criteria 3.

Criteria #1

Candidates scoring Competent (37%) in Criteria #1 identified 1-2 ML standards appropriate for use with instruction. Candidates scoring Novice (7%) identified only 1 ML standard for use with instruction. Universal Design for Learning (UDL) requires three modes of action as best practice. Candidates scoring Competent and Novice are not identifying the basic design of UDL Principles.

Criteria #2

Candidates scoring Competent (26%) identified 1 to 2 instructional strategies appropriate for instruction. Candidates scoring Novice (11%) identified only one instructional strategy appropriate for instruction. Aspiring teacher education candidates scoring Competent and Novice in Criteria 2 are not able to identify two or more appropriate instructional strategies for the design of their UDL lesson plans. UDL Principles requires three modes of

representation for instruction as best practice. Candidates scoring Competent and Novice are not identifying the basic design of UDL Principles.

Criteria #3

Candidates scoring Competent (26%) in Criteria #3 demonstrated 1 to 2 indicators of the importance of differentiated instruction and goal setting. Candidates scoring Novice (11%) in Criteria #3 demonstrated only one indicator of the importance of differentiated instruction and goal setting.

Aspiring teacher education candidates scoring Competent and Novice in Criteria 3 are unable to set short-and-long term goals, design the implementation of goals, and illustrate differentiated instruction for meeting these goals.

Use of Results for Improvement

Program Outcome #3 Curriculum Implementation.

To improve student learning outcomes in PLO #3, Universal Design for Learning (UDL) principles will be introduced earlier in the semester, modeled, and students will be given additional independent practice of UDL Principles in EDUC 210 Educational Psychology prior to assessment. Additional practice with feedback, will allow students to demonstrate their understanding of the importance of instructional alignment, appropriate instructional strategies and strengthen the importance of goal setting to meet the needs of diverse students.

Program Learning Outcome #4 Rubric

Critical Thinking. *The aspiring teacher candidate uses a variety of instructional strategies and resources to encourage students' critical thinking, problem solving, and performance skills.*

Rubric Criteria	No Evidence	Novice	Competent	Mastery
#1 The aspiring teacher candidate identifies instructional strategies that promote critical thinking and problem solving.	The aspiring teacher candidate shows little/no evidence of identification of instructional strategies that promote critical thinking and problem solving. No instructional strategies identified.	The aspiring teacher candidate shows some evidence of identification of instructional strategies that promote critical thinking and problem solving. One instructional strategy identified.	The aspiring teacher candidate shows basic evidence of identification of instructional strategies that promote critical thinking and problem solving. One-two instructional strategies identified.	No weakness found. The aspiring teacher candidate shows evidence of identification of instructional strategies that promote critical thinking and problem solving. Two + instructional strategies identified.
#2 The aspiring teacher candidate demonstrates the importance of using instructional resources to enhance student learning.	The aspiring teacher candidate demonstrates little/no evidence of the importance of using instructional resources to enhance student learning. No indicator of resources.	The aspiring teacher candidate demonstrates some evidence of the importance of using instructional resources to enhance student learning. One resource indicated.	The aspiring teacher candidate demonstrates basic evidence of the importance of using instructional resources to enhance student learning. One to two resources indicated.	No weakness found. The aspiring candidate demonstrates the importance of using instructional resources to enhance student learning. Two plus resources indicated.
#3 The aspiring teacher candidate demonstrates a basic understanding of multiple strategies for effective student engagement.	The aspiring teacher candidate demonstrates little/no understanding of multiple strategies for effective student engagement. No strategies demonstrated for student engagement.	The aspiring teacher candidate demonstrates some basic understanding of multiple strategies for effective student engagement. One instructional strategy demonstrated that promote effective student engagement.	The aspiring teacher candidate demonstrates rudimentary basic understanding of multiple strategies for effective student engagement. One to two instructional strategies demonstrated that promote effective student engagement.	No weakness found. The aspiring teacher candidate demonstrates an understanding of multiple strategies for effective student engagement. Two + instructional strategies demonstrated that promote effective student engagement.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
EDUC 210	Educational Psychology	1	27	Sections 0 Students 0	Sections 1 Students 27	Sections 0 Students 0	FT: 1 PT: 0	Yes

	No Evidence	Novice	Competent	Mastery	# of Students
#1 The aspiring teacher candidate identifies instructional strategies that promote critical thinking and problem solving.	2	5	15	5	27
#2 The aspiring teacher candidate demonstrates the importance of using instructional resources to enhance student learning.	0	5	13	9	27
#3 The aspiring teacher candidate demonstrates a basic understanding of multiple strategies for effective student engagement.	0	4	6	17	27

Assessment Result

Program Outcome #4 Critical Thinking. The aspiring teacher candidate uses a variety of instructional strategies and resources to encourage students' critical thinking, problem solving, and performance skills.

Program Outcome #4-Critical Thinking was assessed in EDUC 210 Educational Psychology. Students are required to complete a semester long project. The project

requires students to design a classroom floor plan, behavioral management plan, lesson plan, field trip, classroom of learners, accommodate/modify curriculum based upon exceptional learners and self-reflect. Program Learning Outcome #4 is an expansion of Program Learning Outcome #3. Program Learning Outcome #4 requires aspiring teacher education candidates to move from the basic identification of professional teaching skills to the application of critical thinking skills to design a learning atmosphere that meets the needs of diverse learners.

Criteria #1 (27 students)

19 % Mastery

56 % Competent

19 % Novice

6 % No Evidence

Criteria #2

33 % Mastery

48 % Competent

19 % Novice

Criteria #3

63 % Mastery

22 % Competent

15 % Novice

Analysis

During the 2018-2019 academic year aspiring teacher candidates have developed mastery in the following:

19% Mastery in Criteria 1, 33% Mastery in Criteria 2, 63% Mastery in Criteria 3.

Criteria #1

Candidates scoring Mastery (19%) in Criteria #1 were able to identify two or more instructional strategies for use in the lesson plan of their Real Deal Project. Candidates scoring Competent (56%) were able to identify one or two instructional strategies for use in their lesson plan of their Real Deal Project. Candidates scoring Novice (19%) were able to identify only one instructional strategy for use in their lesson plan for their Real Deal Project. Candidates who scored No Evidence (6%) were unable to identify any specific instructional strategy for use in their lesson plan for their Real Deal project. Instructional strategies are introduced, modeled and independently practiced as instruction in EDUC 210 Educational Psychology where PLO #4 is assessed. Candidates are not applying the basic principles of UDL in their Real Deal Projects. Additional instruction as addressed in PLO #3 will allow candidates more practice in basic lesson design and improve student learning outcomes in PLO #4 as well.

Criteria #2

Candidates scoring Mastery (33%) in Criteria 2 demonstrated two + instructional strategies that enhance learning. Candidates scoring Competent (49%) demonstrated one to two instructional strategies resources that enhance learning and candidates scoring Novice (19%) demonstrated at least one instructional strategy resource that enhances learning.

As mentioned in Criteria #1, the additional instruction and strategies to be added to the assessment of PLO #3 will allow candidates more practice and instruction in PLO #4 to improve student learning outcomes.

Criteria #3

Candidates scoring Mastery (63%) in Criteria 3 demonstrated understanding of two plus instructional strategies that promote student engagement. Candidates scoring Competent (22%) demonstrated understanding of one to two instructional strategies that promote student engagement. Candidates scoring Novice (15%) demonstrated understanding of only one instructional strategy that promotes student engagement.

At first analysis it appears that PLO #4 results are conflicting. However, Criteria #1, #2 and #3 have quite different indicators. Criteria #1 requires candidates to identify instructional strategies that promote critical thinking/problem-solving, Criteria #2 requires candidates to demonstrate the importance of instructional resources to enhance learning, and Criteria #3 requires candidates to demonstrate understanding of multiple strategies for student engagement. Criteria #1 is itself a higher order thinking skill to be developed by the teacher education candidate. Criteria #3 is a more basic professional teaching profession skill and Criteria #2 is a higher order thinking skill than Criteria #3 but not as high as Criteria #1. The added instruction that will be designed to address student learning outcomes in PLO #3 will provide additional instruction and practice for PLO #4 as well. PLO #3 is the scaffolding instruction to the instruction provided in the assessment of PLO #4.

Use of Results for Improvement

While instructional strategies are introduced, modeled, and independently practiced in EDUC 210 Educational Psychology, the current curriculum is not appropriately differentiating between strategies that are designed for basic rout learning and those designed to promote critical thinking and problem-solving skills in learners. In addition, it's possible that candidates are unclear how learner engagement (Criteria #3), enhancing student learning (Criteria #2), and promoting critical thinking/problem-solving (Criteria #1) correlate and how they are independent from one another. Current instruction will be revised to provide a scaffolded view of instructional strategies that detail the most basic of instructional strategies building to those strategies which are designed to promote critical thinking and problem-solving. In addition, revised instruction will include the correlation and independence of Criteria #1, #2, and #3

Program Learning Outcome #5 Rubric

Positive Classroom Environment *The aspiring teacher candidate uses an understanding of individual/group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation.*

Rubric Criteria	No Evidence	Novice	Competent	Mastery
#1 The aspiring teacher candidate recognizes principles of classroom management, motivations, and engagement.	The aspiring teacher candidate shows little/no recognition of the principles of classroom management, motivations, and engagement. No principles recognized.	The aspiring teacher candidate shows some recognition of the principles of classroom management, motivations, and engagement. One principle recognized.	The aspiring teacher candidate shows basic recognition of the principles of classroom management, motivations, and engagement. One-two principles recognized.	No weakness found. The aspiring teacher candidate recognizes the principles of classroom management, motivations, and engagement. Two + principles recognized.
#2 The aspiring teacher candidate identifies the implications of effective management of time, space, transitions, and activities.	The aspiring teacher candidate shows little/no evidence of the identification of implications of effective management of time, space, transitions, and activities. No implications identified.	The aspiring teacher candidate shows some evidence of the identification of implications of effective management of time, space, transitions, and activities. One implication identified.	The aspiring teacher candidate shows basic evidence of the identification of implications of effective management of time, space, transitions, and activities. One - two implications identified.	No weakness found. The aspiring candidate identifies the implications of effective management of time, space, transitions, and activities. Two + implications identified.
#3 The aspiring teacher candidate recognizes the influence of classroom, school, and community culture on student relationships and the impact on the classroom environment and learning.	The aspiring teacher candidate shows little/no recognition of the influence of classroom, school, and community culture on student relationships and the impact on the classroom environment and learning.	The aspiring teacher candidate shows some recognition of the influence of classroom, school, and community culture on student relationships and the impact on the classroom environment and learning. One example identified.	The aspiring teacher candidate shows basic recognition of the influence of classroom, school, and community culture on student relationships and the impact on the classroom environment and learning. One - two examples identified.	No weakness found. The aspiring teacher candidate recognizes the influence of classroom, school, and community culture on student relationships and the impact on the classroom environment and learning. Two + examples identified.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
EDUC 210	Educational Psychology	1	27	Sections 0 Students 0	Sections 1 Students 27	Sections 0 Students 0	FT: 1 PT:	Yes

	No Evidence	Novice	Competent	Mastery	# of Students
#1 The aspiring teacher candidate recognizes principles of classroom management, motivations, and engagement.	0	5	9	13	27
#2 The aspiring teacher candidate identifies the implications of effective management of time, space, transitions, and activities.	0	2	10	15	27
#3 The aspiring teacher candidate recognizes the influence of classroom, school, and community culture on student relationships and the impact on the classroom environment and learning.	0	2	9	16	27

Assessment Result

Program Outcome #5 Positive Classroom Environment The aspiring teacher candidate uses an understanding of individual/group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation.

Program Outcome #5 Positive Classroom Environment was assessed in EDUC 210 Educational Psychology. Students are required to complete a semester-long project. The project requires students to design a classroom floor plan, behavioral management plan, lesson plan, field trip, classroom of learners, accommodate/modify curriculum based upon exceptional learners, and self-reflect.

Criteria #1 (27 students)

48 % Mastery

33 % Competent

19 % Novice

Criteria #2

56 % Mastery

37 % Competent

7 % Novice

Criteria #3

59% Mastery

34% Competent

7 % Novice

Analysis

During the 2018-2019 academic year aspiring teacher candidates have developed mastery in the following:

48% Mastery in Criteria 1, 56% Mastery in Criteria 2, and 59% Mastery in Criteria 3.

Criteria #1

Candidates scoring Mastery (48%) in Criteria #1 recognized two or more principles of classroom management, motivation and engagement. Candidates scoring Competent (33%) recognized one to two principles of classroom management, motivation, and engagement. Candidates scoring Novice (19%) recognized at least one principle of classroom management, motivation and engagement.

Criteria #2

Candidates scoring Mastery (56%) in Criteria #2 identified two + implications of effective management of time, space, transitions, and activities. Candidates scoring Competent (37%) identified one to two implications of effective management of time, space, transitions, and activities. Candidates scoring Novice (7%) identified at least one implication of effective management of time, space, transitions, and activities.

Criteria #3

Candidates scoring Mastery (59%) in Criteria #3 recognized two+ influences on student relationships and the learning environment. Candidates scoring Competent (34%) recognized one to two influences on student relationships and the learning environment. Candidates scoring Novice (7%) recognized at only one influence on student relationships and the learning environment.

Criteria #2 and #3 are higher order thinking skills than Criteria #1. Criteria #2 requires candidates to make a connection between the design of a behavioral learning management plan and its effect on the learning environment. Criteria #3 requires candidates to recognize the influence of external factors on the learning environment. Criteria #1 is a very basic recognition of classroom management principles. However, more candidates scored Mastery and Competent in Criteria #2 and #3 than in Criteria #1. Current instruction in EDUC 210 Educational Psychology briefly revisits the basic principles of classroom management, motivations, and engagement. Detailed instruction has previously been designed in EDUC 201 Teaching Profession w/FE. As mentioned in the Analysis of Program Outcome #2 regarding Criteria #1 (learning theories), instruction in classroom management, motivation, and engagement may be too complex for the introductory exploratory course EDUC 201. Currently candidates are asked to identify basic learning theories through observation of their cooperating teacher. EDUC 201 use of results will be revised to provide for lecture instruction on the basic learning of theories and a revised activity will be provided to improve student learning outcomes. Direct instruction of classroom management, motivation, and engagement needs to be added to EDUC 210 Educational Psychology rather than a review module of the concepts introduced in EDUC 201. In addition, the current artifact (Real Deal) used for the assessment of Criteria #1 does not require candidates to provide justification for the use of learning and behavioral theories selected for the design of the artifact.

Use of Results for Improvement

To increase student learning outcomes in Program Learning Outcome #5, Criteria 1 & 2, the assessment artifact (Real Deal Project) will be revised to include justification and

support for their selection of behavioral and learning management theory on which their classroom management plan is based. Currently candidates are required to provide a written explanation of their classroom management plan and design a classroom management plan that is representative of what they will use in their future classroom. Requiring candidates to not only identify the behavioral learning theory but to make connections between their choice of theory and its implications on the effective management of time, space, transitions, and classroom activities. In addition, candidates will be required to provide research that supports their choice and justification of the behavioral learning theory.

To increase student learning outcomes in Program Learning Outcome #5, Criteria #3, curriculum will be revised to include a unit on Trauma Informed Schools. Research indicates 67% of K-12 students have experienced some form of traumatic event in their lifetime. In addition, The Department of Elementary and Secondary Education has increased their focus on trauma informed schools. OER curriculum from the Imagine Project will be implemented to EDUC 210 and a component of classroom management for students experiencing trauma will be added to the artifact (Real Deal Project).

Changes to instruction in EDUC 201 PLO#1, Criteria #1 will not only improve student learning outcomes in EDUC 201 but will aid in improved student learning outcomes in EDUC 210 PLO #5.

Program Learning Outcome #6 Rubric

Effective Communication. *The aspiring teacher candidate models effective verbal, nonverbal, and media communication techniques with students, colleagues, and families to foster inquiry.*

Rubric Criteria	No Evidence	Novice	Competent	Mastery
#1 The aspiring teacher candidate demonstrates effective verbal and nonverbal communication techniques	The aspiring teacher candidate demonstrates little/no evidence of effective verbal and nonverbal communication techniques.	The aspiring teacher candidate demonstrates some evidence of effective verbal and nonverbal communication techniques.	The aspiring teacher candidate demonstrates basic evidence of effective verbal and nonverbal communication techniques.	No weakness found. The aspiring teacher candidate demonstrates effective verbal and nonverbal communication techniques.
#2 –The aspiring teacher candidate reflects on how effective teachers facilitate learner expression in speaking, writing, listening, and other media.	The aspiring teacher candidate shows little/no evidence of reflection on how effective teachers facilitate learner expression in speaking, writing, listening and other media.	The aspiring teacher candidate shows some evidence of reflection on how effective teachers facilitate learner expression in speaking, writing, listening and other media.	The aspiring teacher candidate shows basic evidence of reflection on how effective teachers facilitate learner expression in speaking, writing, listening and other media.	No weakness found. The aspiring candidate reflects on how effective teachers facilitate learner expression in speaking, writing, listening and other media.
#3 The aspiring teacher candidate develops skills in using a variety of media communication tools.	The aspiring teacher candidate shows little/no development of skills in using a variety of media communication tools.	The aspiring teacher candidate shows some development of skills in using a variety of media communication tools.	The aspiring teacher candidate shows basic development of skills in using a variety of media communication tools.	No weakness found. The aspiring teacher candidate develops skills in using a variety of media communication tools.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
EDUC 270	Educational Technology	1	23	Sections 0 Students 0	Sections 1 Students 23	0	FT 1 PT 0	Yes

	No Evidence	Novice	Competent	Mastery	# of Students
#1 The aspiring teacher candidate demonstrates effective verbal and nonverbal communication techniques	0	2	11	10	23
#2 –The aspiring teacher candidate reflects on how effective teachers facilitate learner expression in speaking, writing, listening, and other media.	0	2	11	10	23
#3 The aspiring teacher candidate develops skills in using a variety of media communication tools.	0	0	3	20	23

Assessment Result

Program Outcome #6: Effective Communication. The aspiring teacher candidate models effective verbal, nonverbal, and media communication techniques with students, colleagues, and families to foster inquiry.

Program Outcome #6 Effective Communication was assessed in EDUC 270 Educational Technology. Students are required to develop a flipped classroom videos series that demonstrates effective verbal/nonverbal communication techniques and develop skills in a variety of communication tools.

Criteria #1 (23 students)

43% Mastery

48% Competent

9% Novice

Criteria #2

43% Mastery

48% Competent

9% Novice

Criteria #3

87% Mastery

13% Competent

Analysis

43% Mastery in Criteria 1, 43% Mastery in Criteria 2, and 87% Mastery in Criteria 3.

Criteria #1

Candidates scoring Mastery (43%) in Criteria #1 demonstrated two plus techniques in verbal/nonverbal communication. Candidates scoring Competent (48%) demonstrated 1 - 2 verbal/nonverbal techniques. Candidates scoring Novice (9%) demonstrated only one verbal/nonverbal technique. Verbal techniques assessed were; speaking clearly, being concise, use of academic language, and modeling expected student behavior. Nonverbal techniques assessed were; tone, pitch, volume, and kinesics.

Criteria #2

Candidates scoring Mastery (43 %) in Criteria #2 reflected on two plus instructional strategies for facilitating learner expression. Candidates scoring Competent (48%) reflected on 1-2 instructional strategies for facilitating learner expression. Candidates scoring Novice (9%) reflected on only one instructional strategy for facilitating learner expression. Instructional strategies for the facilitation of learner expression are; student choice of expression, engaged assessment, variation of content access, and collaborative assessment.

Criteria #3

Candidates scoring Mastery in Criteria #3 (87%) developed skills in 8+ multi-media applications. Candidates scoring Competent (13%) developed skills in 5-8 multi-media applications. Multi-media applications used in EDUC 270; Google Sites, Google Slides, Google Sheets, Google Docs, Animoto, Weebly, Lucid Press, PowToon, Symbaloo, Quizlet, YouTube, Screen Cast O Matic, Vizia, Sophia, Google Forms, and Twitter.

Candidates scoring Competent and Novice in Criteria #1 were unable to demonstrate academic language, did not speak clearly during the series, and displayed poor kinesics.

Candidates scoring Competent and Novice in Criteria #2 did not reflect on student choice of expression or variation of access to content. Candidates scoring Competent in Criteria #3 did not develop varied skills in adequate multi-media applications.

Use of Results for Improvement

Criteria #1 requires students to demonstrate effective verbal and nonverbal communication techniques. Students in EDUC 270 need additional practice to include feedback, in verbal and nonverbal communication techniques. EDUC 270 does not require the prerequisite of SCOM 110 and therefore students may not be familiar with the principles of verbal and nonverbal communication techniques. In addition, many candidates are uncomfortable speaking into a recording device in the absence of an audience. To improve this student learning outcome, additional instruction will be added to include verbal/nonverbal communication techniques specific to technology. Video creation will be introduced earlier in the semester to allow for more modeling and independent practice of the techniques of verbal and nonverbal communication techniques.

Students will be asked to demonstrate their multi-media assignments and presentations to classmates during the semester as facilitators of learning. Providing opportunities for students to explain their design and media choice may allow students to develop effective verbal communication techniques.

Criteria #2 requires students to reflect on instructional strategies that facilitate learner expression. Because EDUC 270 Educational Technology does not require any EDUC course prerequisite, this criterion may be better assessed in EDUC 210 Educational Psychology when candidates have completed both EDUC 201 and EDUC 210.

Criteria #3 requires candidates to use and identify multi-media for use in teaching. Students are introduced to sixteen multi-media applications throughout the semester. Candidates who scored Competent (13% -3 students) in Criteria #3 did not follow the instructions of the assignment and failed to include the necessary criteria.

Program Learning Outcome #7 Rubric

Student Assessment and Data Analysis-*The aspiring teacher candidate understands and uses formative and summative assessment strategies to assess the learner's progress and uses both classroom and standardized assessment data to plan ongoing instruction. The aspiring teacher candidate monitors the performance of each student and devises instruction to enable students to grow and develop, making adequate academic progress.*

Rubric Criteria	No Evidence	Novice	Competent	Mastery
<p>#1 The aspiring teacher candidate recognizes the role of assessment data in showing the effectiveness of instruction on individual/class learning.</p>	<p>The aspiring teacher candidate shows little/no evidence of recognition of the role of assessment data in showing the effectiveness of instruction on individual/class learning.</p>	<p>The aspiring teacher candidate shows some evidence of recognition of the role of assessment data in showing the effectiveness of instruction on individual/class learning.</p>	<p>The aspiring teacher candidate shows basic evidence of recognition of the role of assessment data in showing the effectiveness of instruction on individual/class learning.</p>	<p>No weakness found. The aspiring teacher candidate recognizes the role of assessment data in showing the effectiveness of instruction on individual/class learning.</p>
<p>#2 The aspiring teacher candidate recognizes the importance of maintaining confidentiality of student records and communicating student progress to students, families, colleagues, and administrators.</p>	<p>The aspiring teacher candidate shows little/no evidence of recognition of the importance of maintaining confidentiality of student records and communicating student progress to students, families, colleagues, and administrators.</p>	<p>The aspiring teacher candidate shows some evidence of recognition of the importance of maintaining confidentiality of student records and communicating student progress to students, families, colleagues, and administrators.</p>	<p>The aspiring teacher candidate shows basic evidence of recognition of the importance of maintaining confidentiality of student records and communicating student progress to students, families, colleagues, and administrators.</p>	<p>The aspiring teacher candidate recognizes the importance of maintaining confidentiality of student records and communicating student progress to students, families, colleagues, and administrators.</p>

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
EDUC 270	Educational Technology	1	23	Sections 0 Students 0	Sections 1 Students 21	0	FT 1 PT 0	Yes

	No Evidence	Novice	Competent	Mastery	# of Students
#1 The aspiring teacher candidate recognizes the role of assessment data in showing the effectiveness of instruction on individual/class learning.	0	0	14	9	23
#2 The aspiring teacher candidate recognizes the importance of maintaining confidentiality of student records and communicating student progress to students, families, colleagues, and administrators.	0	0	3	20	23

Assessment Result

Program Outcome #7: Student Assessment and Data Analysis-The aspiring teacher candidate understands and uses formative and summative assessment strategies to assess the learner's progress and uses both classroom and standardized assessment data to plan ongoing instruction. The aspiring teacher candidate monitors the performance of each student and devises instruction to enable students to grow and develop, making adequate academic progress.

Program Outcome #7 Student Assessment and Data Analysis was assessed in EDUC 270 Educational Technology. Students are required to develop a flipped classroom videos series that requires candidates to recognize the role of assessment data, the importance of maintaining student record confidentiality and the importance of communicating student progress.

Criteria #1 (23 students)

39% Mastery

61% Competent

Criteria #2

87% Mastery

13% Competent

Analysis

During the 2018-2019 academic year aspiring teacher candidates have developed mastery in the following:

39% Mastery in Criteria 1 and 87% Mastery in Criteria 2.

Criteria #1

Candidates scoring Mastery (39%) in Criteria #1 recognize the role of assessment in effective classroom instruction. Candidates scoring Competent (61%) in Criteria #1 recognize the basic role of assessment but fail to demonstrate the importance of assessment data in driving classroom instruction. EDUC 270 Educational Technologies

assessment artifact (Flipped Video Series) requires candidates to provide an assessment for the flipped instruction provided in the video series. In addition, candidates are required to take assessment data and revise their classroom instruction to address any objectives which were unmet. Because this artifact serves as the final for EDUC 270, students failed to complete the data analysis portion of the assignment because it was the end of the semester. To improve student learning outcomes for PLO # 7, Criteria #1, an additional data assessment activity will be added earlier in the semester to provide enough time for all students to complete the assignment. Adding this additional assignment will provide candidates with the opportunity to complete the activity prior to the final video series and reinforce the importance of the data analysis component of the final.

Criteria #2

Candidates scoring Mastery (87%) in Criteria #2 recognize the importance of student data confidentiality and the importance of student progress communication.

Candidates scoring Competent (13%) in Criteria #2 recognize the importance of student data confidentiality but do not recognize the importance of student progress communication. Again, this artifact is administered as the final for EDUC 270, the 3 students who scored Competent in Criteria #2 failed to complete the assignment according to directions.

Use of Results for Improvement

Program Outcome #7 Student Assessment and Data Analysis.

Criteria #1 requires the student to recognize the role of assessment data to guide classroom instruction. EDUC 270 Educational Technology does not require a prerequisite EDUC

course, therefore students may not possess the prior knowledge of the role of assessment in classroom instruction as evidenced by the data. To increase student learning outcomes in PLO#7, Criteria #1, a data analysis activity will be added to current instruction prior to the artifact final, reinforcing the importance of gathering assessment data to drive instruction.

Program Learning Outcome #8 Rubric

Professionalism. *The aspiring teacher candidate is a reflective practitioner who continually assesses the effects of choice and actions on others. The aspiring teacher candidate actively seeks out opportunities to grow professionally in order to improve learning for all students.*

Rubric Criteria	No Evidence	Novice	Competent	Mastery
#1 The aspiring teacher candidate recognizes ethical practices and the influence of district policies and school procedures on professional practice.	The aspiring teacher candidate shows little/no evidence of recognition of ethical practices and the influence of district policies and school procedures on professional practice.	The aspiring teacher candidate shows some evidence of recognition of ethical practices and the influence of district policies and school procedures on professional practice.	The aspiring teacher candidate shows basic evidence of recognition of ethical practices and the influence of district policies and school procedures on professional practice.	No weakness found. The aspiring teacher candidate recognizes ethical practices and the influence of district policies and school procedures on professional practice.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
EDUC 230	Foundations of Education in a Diverse Society	1	3	Sections 0 Students 0	Sections 1 Students 3	0	FT 1 PT 0	Yes

Criteria for Program Learning Outcome #8	No Evidence	Novice	Competent	Mastery	# of Students
#1 The aspiring teacher candidate recognizes ethical practices and the influence of district policies and school procedures on professional practice.	0	0	0	3	3

Assessment Result

Program Outcome #8 Professionalism. The aspiring teacher candidate is a reflective practitioner who continually assesses the effects of choice and actions on others. The aspiring teacher candidate actively seeks out opportunities to grow professionally in order to improve learning for all students.

Program Outcome #8 Professionalism was assessed in EDUC 230 Foundations of Education in a Diverse Society. Students are required to write their Personal Professional Code of Ethics.

Criteria #1 (3 students)

100 % Mastery

Analysis

100% Mastery in Criteria 1. Candidates scoring Mastery (100%) in Criteria #1 recognize ethical practices appropriate for the teaching profession. Criteria #1 was assessed in the Summer session with three candidates. One-hundred percent mastery may not be reflective of student learning outcomes in EDUC 230 in other academic semesters.

Use of Results for Improvement

Public school policies (available publicly on district websites) will be incorporated in EDUC 230 Foundations of Education in a Diverse Society. These policies will then be compared to the Personal Professional Code of Ethics constructed by students. Comparing their Personal Professional Code of Ethics will allow students to determine if the code they have established would meet the criterion of area school districts. In addition, Program Learning Outcome #8, Criteria #1 will be assessed in EDUC 230 Foundations of Education in a Diverse Society in an additional academic semester to measure the student learning outcome.

Program Learning Outcome #9 Rubric

Professional Collaboration. *The aspiring teacher candidate has effective working relationships with students, parents, school colleagues and community members.*

Rubric Criteria	No Evidence	Novice	Competent	Mastery
# 1 The aspiring teacher candidate demonstrates the use of technology to enhance personal and professional productivity.	The aspiring teacher candidate demonstrates little/no evidence use of technology to enhance personal and professional productivity.	The aspiring teacher candidate demonstrates some evidence of the use of technology to enhance personal and professional productivity.	The aspiring teacher candidate demonstrates basic evidence of the use of technology to enhance personal and professional productivity.	No weakness found. The aspiring teacher candidate demonstrates use of technology to enhance personal and professional productivity.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
EDUC 270	Educational Technology	1	23	Sections 0 Students 0	Sections 1 Students 21	0	FT 1 PT 0	Yes

	No Evidence	Novice	Competent	Mastery	# of Students
#1 The aspiring teacher candidate demonstrates the use of technology to enhance personal and professional productivity.	0	0	4	19	23

Assessment Result

Program Learning Outcome #9: Professional Collaboration. The aspiring teacher candidate demonstrates the use of technology to enhance personal and professional productivity.

Criteria #1 (23 students)

83 % Mastery

17 % Competent

Analysis

During the 2018-2019 academic year aspiring teacher candidates have developed mastery in the following: 83% Mastery in Criteria 1.

Candidates scoring Mastery (83%) demonstrated 3+ digital technology tools to enhance personal and professional productivity. Candidates scoring Competent (17%) demonstrated 2-3 technology tools to enhance personal and professional productivity.

Use of Results for Improvement

To increase student learning outcomes for Program Learning Outcome #9, Criteria #1, additional instruction will be added to EDUC 270 Educational Technology to include example Professional Learning Communities from area public school districts. Students will interview a practicing educator to discuss the model and design used by the school district at which the teacher is employed.

Additional Summary Notes

Anomalies in the results that were noticed:

Program Learning Outcome #8, Criteria #1 achieved 100% Mastery in the Summer session with 3 candidates. This may not be reflective of student learning outcomes in EDUC 230 Foundations of Education in another academic semester. PLO#8, Criteria #1 will be assessed in the Spring 2020 semester for comparison in FY 20.

Were changes needed to improve student learning?

Program Outcomes #1 and #2- EDUC 201 -Change to assessment artifact design and possibly a need for added instruction in formal writing (ENGL 111 collaboration required)

Program Outcome #3, #4, and #5.-EDUC 210- Additional instruction in UDL principles as they apply to basic lesson design. Change in EDUC 201 instruction will scaffold EDUC 210.

Program Outcomes #6, #7 and #9-EDUC 270-Instruction in verbal/nonverbal communication techniques specific to technology. Additional instruction earlier in the semester regarding data assessment that drives instruction.

Patterns in the data observed:

Program Outcome #1 and #2 are assessed in EDUC 201 Teaching Profession with Field Experience, the introductory course to the Teacher Education Program. This course is designed to assist students in determining if a career in teaching is an appropriate goal.

Curriculum is designed to identify the prerequisite disposition necessary for success in the teacher education field. Through advisement many students may determine that a career in teaching is not an appropriate goal for their career selection. In the 2017-2018 academic year aspiring teacher candidates scored 19% Novice and 3 % No Evidence in Program Outcome #1 Criteria 1 and 15% Novice in Criteria 2. 75% scored Novice and 7% scored No Evidence in Program Outcome #2 Criteria 1; 70% scored Novice and 7% scored No Evidence in Criteria 2. The number of aspiring teacher candidates who score Novice or No Evidence in Program Outcomes 1 & 2 may be indicative of their decision that teaching is no longer their chosen profession.

Identified Action Items to Improve Student Learning

- Collaboration with adjunct teacher education faculty for the design of reflective writing activities.
- Collaboration with ENGL faculty to determine if the necessary prerequisites for EDUC 201 assignments are present in ENGL 111.
- Revised instruction and assessment in 201 in basic learning theories.
- Add Academic Year Planning activity to EDUC 201.
- Enhance UDL principle curriculum-additional feedback/independent practice
- Incorporate public school district policies in EDUC 230 and EDUC 270 for student evaluation and application of critical thinking.
- Add instruction in verbal/nonverbal communication skills specific to technology in EDUC270.
- Assess PLO#9 in EDUC 230 Spring 2020.

Student Learning Outcomes (SLO)

Report Addendum

Program Name: Teacher Education

Describe any changes (Curriculum, QM, modality, textbook, learning resources, etc.) made to your program in any previous year(s) that may have caused the (positive or negative) outcomes results in the 2018-19 SLO report. (Use as many pages as necessary to describe.)

Curriculum changes were made to EDUC 210 Educational Psychology adding learning resources of Universal Design for Learning Principles during FY 18. The addition of this instruction led to increased student learning outcomes in Program Learning Outcome #3, #4, and #5 through mastery of skills.

Explain how the data points align and impact the student learning outcomes or program outputs for each of the changes listed above in section (1.). (*Output data do not directly and specifically measure changes in student learning. Output data are the indirect results of program activities and are measured by enrollment, retention rate, graduation data, and external exam pass rates, etc.*)



THREE RIVERS COLLEGE

Fire Science AAS

Program Level SLO Report

Jack Armor – Program Manager

2018-2019

Program Purpose Statement

The Fire Science program focuses on providing learning opportunities that introduce, develop and reinforce academic and occupational knowledge, skills and attitudes required for job acquisition, retention and advancement. This degree option prepares students for entry-level employment and a foundation for future advancement in the firefighting, fire inspection, fire instructor and fire investigation fields.

Program Outcomes

1. Demonstrate proficiency in firefighting skills as listed in the National Fire Protection Association's (NFPA) Current standard 1001
2. Demonstrate knowledge necessary to respond to a given hazardous materials incident.
3. Design, present and analyze a written *Standard Operating guideline/Standard operating procedure (SOG/SOP)* for Emergency Response using current Missouri State laws and National Fire Protection Association's Guidelines (NFPA). Submit an essay demonstrating written knowledge of *Personal Safety, Accountability, Fitness and Performance Standards*.
4. Apply knowledge of Hostile Fire Events in structure fires and recognize the conditions that lead up to them.
5. Identify and demonstrate the basic components that provide the basis for Firefighting and Emergency Services Occupations.
6. Explain laws, ordinances and practices related to fire prevention, protection, suppression, mitigation and alarm systems.

Curriculum Mapping

Three Rivers College Program Managers review their program curriculum to align instruction to programmatic outcomes. The exercise of curricular mapping allows Program Managers to evaluate the curriculum in a broader perspective to develop and implement an assessment plan for the program, reveal any gaps in the curriculum, and identify areas where improvement interventions can be implemented. This curriculum mapping also provides the faculty improved communication amongst program faculty and students. The subsequent curriculum maps are arranged by program outcome to correspond with the Student Learning Outcomes provided within this report for the 2018-19 academic year.

Fire Science: Program Outcomes Mapping

Program Outcome 1: Demonstrate proficiency in firefighting skills as listed in the National Fire Protection Association's (NFPA) Current standard 1001	
Course	Course Learning Outcome (CLO)
FIRE 115: Firefighter I & II	Identify the mechanics of fire and the hazards associated with fighting fires. (CLO 1)
	Perform required skills to fight structural fires. (CLO 2)
	Demonstrate appropriate decision making skills regarding firefighting issues. (CLO 3)
	Apply skills in structural firefighting safely. (CLO 4)
	Use team skills appropriately. (CLO 5)
	Utilize team skills to work as a unit using firefighting equipment and skills necessary to fight a fire. (CLO 6)
	Demonstrate basic rescue and extrication skills. (CLO 7)
	Demonstrate basic emergency medical care. (CLO 8)
	Demonstrate their ability to use written and oral communication through assignments and skill activities. (CLO 9)
FIRE 118: Hazardous Materials	Describe properties and effects of hazardous materials and weapons of mass destruction. (CLO 1)
	Describe the hazards associated with responding to incidents involving these materials (CLO 2)
	Demonstrate proficiency in performing the necessary skills to respond to incidents involving hazardous materials or weapons of mass destruction. (CLO 3)
	Demonstrate the ability to make informed, intelligent decisions regarding hazardous materials and to work around hazardous materials safely. (CLO 4)
	Demonstrate proficiency in evaluating potential danger for a given hazardous materials event. (CLO 5)
	Formulate and initiate a response plan for an incident involving hazardous materials or weapons of mass destruction. (CLO 6)
	Select and use PPE that is appropriate for hazardous materials incidents. (CLO 7)
	Identify advantages and disadvantages for use of different PPE. (CLO 8)
Demonstrate proficiency in mass and technical decontamination. (CLO 9)	

Program Outcome 1 (Continued)

<p>FIRE 226: Principles of Emergency Services Safety and Survival</p>	Define and describe the need for cultural and behavioral change within the emergency services relating to safety, incorporating leadership, supervision, accountability and personal responsibility. (CLO 1)
	Explain the need for enhancements of personal and organizational accountability for health and safety. (CLO 2)
	Define how the concepts of risk management affect strategic and tactical decision-making. (CLO 3)
	Describe and evaluate circumstances that might constitute an unsafe act. (CLO 4)
	Explain the concept of empowering all emergency services personnel to stop unsafe acts. (CLO 5)
	Validate the need for national training standards as they correlate to professional development inclusive of qualifications, certifications, and re-certifications. (CLO 6)
	Defend the need for annual medical evaluations and the establishment of physical fitness criteria for emergency services personnel throughout their careers. (CLO 7)
	Explain the vital role of local departments in national research and data collection systems. (CLO 8)
	Explain the importance of investigating all near-misses, injuries and fatalities. (CLO 10)
	Discuss how incorporating the lessons learned from investigations can support cultural change throughout the emergency services. (CLO 11)
	Describe how obtaining grants can support safety and survival initiatives. (CLO 12)
	Formulate an awareness of how adopting standardized policies for responding to emergency scenes can minimize near-misses, injuries and deaths. (CLO 13)
	Explain how the increase in violent incidents impacts safety for emergency services personnel when responding to emergency scenes. (CLO 14)
	Recognize the need for counseling and psychological support for emergency services personnel, their families, as well as, identify access to local resources and services. (CLO 15)
	Describe the importance of public education as a critical component of life safety programs. (CLO 16)
	Discuss the importance of fire sprinklers and code enforcement. (CLO 17)
	Explain the importance of safety in the design of apparatus and equipment. (CLO 18)

Program Outcome 1 (Continued)

FIRE 119: Fire Behavior and Combustion	Identify physical properties of the three states of matter. (CLO 1)
	Categorize the components of fire. (CLO 2)
	Explain the physical and chemical properties of fire. (CLO 3)
	Describe and apply the process of burning. (CLO 4)
	Define and use basic terms and concepts associated with the chemistry and dynamics of fire. (CLO 5)
	Discuss various materials and their relationship to fires as fuel. (CLO 6)
	Demonstrate knowledge of the characteristics of water as a fire suppression agent. (CLO 7)
	Articulate other suppression agents and strategies. (CLO 8)
	Compare other methods and techniques of fire extinguishments. (CLO 9)
FIRE 126: Principles of Emergency Services	Illustrate and explain the history and culture of the fire service. (CLO 1)
	Analyze the basic components of fire as a chemical chain reaction, the major phases of fire, and examine the main factors that influence fire spread and fire behavior. (CLO 2)
	Differentiate between fire service training and education and explain the value of higher education to the professionalization of the fire service. (CLO 3)
	List and describe the major organizations that provide emergency response service and illustrate how they interrelate. (CLO 4)
	Identify fire protection and emergency-service careers in both the public and private sector. (CLO 5)
	Define the role of national, State and local support organizations in fire and emergency services. (CLO 6)
	Discuss and describe the scope, purpose, and organizational structure of fire and emergency services. (CLO 7)
	Describe the common types of fire and emergency service facilities, equipment, and apparatus. (CLO 8)
	Compare and contrast effective management concepts for various emergency situations. (CLO 9)
	Identify the primary responsibilities of fire prevention personnel including, code enforcement, public information, and public and private protection systems. (CLO 10)
	Recognize the components of career preparation and goal setting. (CLO 11)
	Describe the importance of wellness and fitness as it relates to emergency services. (CLO 12)
FIRE 235: Fire Protection Systems	Identify functions of fire detection, alarm, and suppression systems. (CLO 1)
	Describe control valves and operating valves used in sprinkler systems. (CLO 2)
	Describe major applications of sprinkler systems. (CLO 3)
	Describe types of smoke detectors and alarms. (CLO 4)
	Explain how flame detectors and fire-gas detectors operate. (CLO 5)
	Identify water supply issues for sprinkler systems. (CLO 6)
	Explain operation of an automatic fire sprinkler system. (CLO 7)
	Illustrate the operation of a sprinkler system control valve and connection of hose line to a sprinkler system. (CLO 8)

**Program Outcome 2:
Demonstrate knowledge necessary to respond to a given hazardous materials incident.**

Course	Course Learning Outcome (CLO)
FIRE 115: Firefighter I & II	Identify the mechanics of fire and the hazards associated with fighting fires. (CLO 1)
	Demonstrate appropriate decision-making skills regarding firefighting issues. (CLO 3)
	Use team skills appropriately. (CLO 5)
	Demonstrate their ability to use written and oral communication through assignments and skill activities. (CLO 9)
FIRE 118: Hazardous Materials	Describe properties and effects of hazardous materials and weapons of mass destruction. (CLO 1)
	Describe the hazards associated with responding to incidents involving these materials (CLO 2)
	Demonstrate proficiency in performing the necessary skills to respond to incidents involving hazardous materials or weapons of mass destruction. (CLO 3)
	Demonstrate the ability to make informed, intelligent decisions regarding hazardous materials and to work around hazardous materials safely. (CLO 4)
	Demonstrate proficiency in evaluating potential danger for a given hazardous materials event. (CLO 5)
	Formulate and initiate a response plan for an incident involving hazardous materials or weapons of mass destruction. (CLO 6)
	Select and use PPE that is appropriate for hazardous materials incidents. (CLO 7)
	Identify advantages and disadvantages for use of different PPE. (CLO 8)
	Demonstrate proficiency in mass and technical decontamination. (CLO 9)

Program Outcome 3:

Design, present and analyze a written Standard Operating guideline/Standard operating procedure (SOG/SOP) for Emergency Response using current Missouri State laws and National Fire Protection Association's Guidelines (NFPA). Submit an essay demonstrating written knowledge of Personal Safety, Accountability, Fitness and Performance Standards.

Course	Course Learning Outcome
FIRE 126: Principles of Emergency Services	Describe the common types of fire and emergency service facilities, equipment, and apparatus. (CLO 8)
	Compare and contrast effective management concepts for various emergency situations. (CLO 9)
	Identify the primary responsibilities of fire prevention personnel including, code enforcement, public information, and public and private protection systems. (CLO 10)
	Recognize the components of career preparation and goal setting. (CLO 11)
	Describe the importance of wellness and fitness as it relates to emergency services. (CLO 12)
FIRE 235: Fire Protection Systems	Explain how flame detectors and fire-gas detectors operate. (CLO 5)

Program Outcome #3 Continued

<p>FIRE 226: Principles of Emergency Services Safety and Survival</p>	Define and describe the need for cultural and behavioral change within the emergency services relating to safety, incorporating leadership, supervision, accountability and personal responsibility. (CLO 1)
	Explain the need for enhancements of personal and organizational accountability for health and safety. (CLO 2)
	Define how the concepts of risk management affect strategic and tactical decision-making. (CLO 3)
	Describe and evaluate circumstances that might constitute an unsafe act. (CLO 4)
	Explain the concept of empowering all emergency services personnel to stop unsafe acts. (CLO 5)
	Validate the need for national training standards as they correlate to professional development inclusive of qualifications, certifications, and re-certifications. (CLO 6)
	Defend the need for annual medical evaluations and the establishment of physical fitness criteria for emergency services personnel throughout their careers. (CLO 7)
	Explain the vital role of local departments in national research and data collection systems. (CLO 8)
	Explain the importance of investigating all near-misses, injuries and fatalities. (CLO 10)
	Discuss how incorporating the lessons learned from investigations can support cultural change throughout the emergency services. (CLO 11)
	Describe how obtaining grants can support safety and survival initiatives. (CLO 12)
	Formulate an awareness of how adopting standardized policies for responding to emergency scenes can minimize near-misses, injuries and deaths. (CLO 13)
	Explain how the increase in violent incidents impacts safety for emergency services personnel when responding to emergency scenes. (CLO 14)
	Recognize the need for counseling and psychological support for emergency services personnel, their families, as well as, identify access to local resources and services. (CLO 15)
	Describe the importance of public education as a critical component of life safety programs. (CLO 16)
	Discuss the importance of fire sprinklers and code enforcement. (CLO 17)
	Explain the importance of safety in the design of apparatus and equipment. (CLO 18)

**Program Outcome 4:
Apply knowledge of Hostile Fire Events in structure fires and recognize the conditions that lead up to them.**

Course	Course Learning Outcome (CLO)
FIRE 115: Firefighter I & II	Identify the mechanics of fire and the hazards associated with fighting fires. (CLO 1)
	Demonstrate appropriate decision-making skills regarding firefighting issues. (CLO 3)
	Use team skills appropriately. (CLO 5)
	Demonstrate their ability to use written and oral communication through assignments and skill activities. (CLO 9)
FIRE 226: Principles of Emergency Services Safety and Survival	Define and describe the need for cultural and behavioral change within the emergency services relating to safety, incorporating leadership, supervision, accountability and personal responsibility. (CLO 1)
	Explain the need for enhancements of personal and organizational accountability for health and safety. (CLO 2)
	Define how the concepts of risk management affect strategic and tactical decision-making. (CLO 3)
	Describe and evaluate circumstances that might constitute an unsafe act. (CLO 4)
	Explain the concept of empowering all emergency services personnel to stop unsafe acts. (CLO 5)
	Validate the need for national training standards as they correlate to professional development inclusive of qualifications, certifications, and re-certifications. (CLO 6)
	Defend the need for annual medical evaluations and the establishment of physical fitness criteria for emergency services personnel throughout their careers. (CLO 7)
	Explain the vital role of local departments in national research and data collection systems. (CLO 8)
	Explain the importance of investigating all near-misses, injuries and fatalities. (CLO 10)
	Discuss how incorporating the lessons learned from investigations can support cultural change throughout the emergency services. (CLO 11)
Describe how obtaining grants can support safety and survival initiatives. (CLO 12)	
Formulate an awareness of how adopting standardized policies for responding to emergency scenes can minimize near-misses, injuries and deaths. (CLO 13)	
Explain how the increase in violent incidents impacts safety for emergency services personnel when responding to emergency scenes. (CLO 14)	

Program Outcome #4 Continued

FIRE 119: Fire Behavior and Combustion	Identify physical properties of the three states of matter. (CLO 1)
	Categorize the components of fire. (CLO 2)
	Explain the physical and chemical properties of fire. (CLO 3)
	Describe and apply the process of burning. (CLO 4)
	Define and use basic terms and concepts associated with the chemistry and dynamics of fire. (CLO 5)
	Discuss various materials and their relationship to fires as fuel. (CLO 6)
	Demonstrate knowledge of the characteristics of water as a fire suppression agent. (CLO 7)
	Articulate other suppression agents and strategies. (CLO 8)
	Compare other methods and techniques of fire extinguishments. (CLO 9)
FIRE 126: Principles of Emergency Services	List and describe the major organizations that provide emergency response service and illustrate how they interrelate. (CLO 4)
	Identify fire protection and emergency-service careers in both the public and private sector. (CLO 5)

**Program Outcome 5:
Identify and demonstrate the basic components that provide the basis for
Firefighting and Emergency Services Occupations.**

Course	Course Learning Outcome (CLO)
FIRE 115: Firefighter I & II	Demonstrate their ability to use written and oral communication through assignments and skill activities. (CLO 9)
FIRE 226: Principles of Emergency Services Safety and Survival	Explain the importance of safety in the design of apparatus and equipment. (CLO 18)
FIRE 126: Principles of Emergency Services	Illustrate and explain the history and culture of the fire service. (CLO 1)
	Analyze the basic components of fire as a chemical chain reaction, the major phases of fire, and examine the main factors that influence fire spread and fire behavior. (CLO 2)
	Differentiate between fire service training and education and explain the value of higher education to the professionalization of the fire service. (CLO 3)
	List and describe the major organizations that provide emergency response service and illustrate how they interrelate. (CLO 4)
	Identify fire protection and emergency-service careers in both the public and private sector. (CLO 5)
	Define the role of national, State and local support organizations in fire and emergency services. (CLO 6)
	Discuss and describe the scope, purpose, and organizational structure of fire and emergency services. (CLO 7)
	Describe the common types of fire and emergency service facilities, equipment, and apparatus. (CLO 8)
	Compare and contrast effective management concepts for various emergency situations. (CLO 9)
	Identify the primary responsibilities of fire prevention personnel including, code enforcement, public information, and public and private protection systems. (CLO 10)
	Recognize the components of career preparation and goal setting. (CLO 11)
	Describe the importance of wellness and fitness as it relates to emergency services. (CLO 12)
FIRE 235: Fire Protection Systems	Identify functions of fire detection, alarm, and suppression systems. (CLO 1)

Program Outcome 6:

Explain laws, ordinances and practices related to fire prevention, protection, and suppression, mitigation, and alarm systems.

Course	Course Learning Outcome (CLO)
FIRE 115: Firefighter I & II	Demonstrate basic emergency medical care. (CLO 8)
FIRE 226: Principles of Emergency Services Safety and Survival	Describe the importance of public education as a critical component of life safety programs. (CLO 16)
	Discuss the importance of fire sprinklers and code enforcement. (CLO 17)
FIRE 119: Fire Behavior and Combustion	Identify physical properties of the three states of matter. (CLO 1)
	Categorize the components of fire. (CLO 2)
	Explain the physical and chemical properties of fire. (CLO 3)
	Describe and apply the process of burning. (CLO 4)
	Define and use basic terms and concepts associated with the chemistry and dynamics of fire. (CLO 5)
	Discuss various materials and their relationship to fires as fuel. (CLO 6)
	Demonstrate knowledge of the characteristics of water as a fire suppression agent. (CLO 7)
	Articulate other suppression agents and strategies. (CLO 8)
	Compare other methods and techniques of fire extinguishments. (CLO 9)
FIRE 126: Principles of Emergency Services	Identify fire protection and emergency-service careers in both the public and private sector. (CLO 5)
	Compare and contrast effective management concepts for various emergency situations. (CLO 9)
	Identify the primary responsibilities of fire prevention personnel including, code enforcement, public information, and public and private protection systems. (CLO 10)
FIRE 235: Fire Protection Systems	Identify functions of fire detection, alarm, and suppression systems. (CLO 1)
	Describe control valves and operating valves used in sprinkler systems. (CLO 2)
	Describe major applications of sprinkler systems. (CLO 3)
	Describe types of smoke detectors and alarms. (CLO 4)
	Explain how flame detectors and fire-gas detectors operate. (CLO 5)
	Identify water supply issues for sprinkler systems. (CLO 6)
	Explain operation of an automatic fire sprinkler system. (CLO 7)
	Illustrate the operation of a sprinkler system control valve and connection of hose line to a sprinkler system. (CLO 8)

Introduction

Only one section per class and six different instructors were involved in the assessments of the learning outcomes for the Fire Science program during the Fall 18 & Spring 19 semesters. All of the classes were delivered as face-to-face delivery. Four adjunct instructors were used to assess outcomes 1, 2, 5 and 6. Student artifacts were collected for the following classes, FIRE-115 (Outcome-1), FIRE-118 (Outcome-2a, 2b), FIRE-126 (Outcome-5) and FIRE-235 (Outcome-6). Artifacts were collected as late in the semester as was reasonable to ensure students had the maximum exposure to the required knowledge and information available to address the outcome. There is one full time coordinator in this program and the rest are part time adjunct faculty or adjunct helpers. We meet at least twice a year to discuss what improvements can be implemented.

Program Outcome 1 Rubric

Course: FIRE 115 Firefighter I & II

Artifact: Written examination and practical skills book. (State)

Expectations	No Evidence	Novice	Competent	Mastery
Practical Examination: Understands Topic	Does not understand skill topics	Scores 1-5 on skill	Scores 6-8 on skill	Scores 9-10 on skill
Practical Examination: Presentation skill (articulation of skill)	Does not understand skill topics	Scores 1-5 on skill	Scores 6-8 on skill	Scores 9-10 on skill
Practical Examination: Presentation skill (teamwork)	Does not understand skill topics	Scores 1-5 on skill	Scores 6-8 on skill	Scores 9-10 on skill
Practical Examination: Ability to do skill in a timely manner	Does not understand skill topics	Scores 1-5 on skill	Scores 6-8 on skill	Scores 9-10 on skill
Written Examination: (Understanding topics)	Does not understand skill topics	Student scores 60-74% on exam	Student scores 75-85% on exam	Student scores 86-100% on exam

Program Outcome #1

Course: FIRE-115 Firefighter I & II

Demonstrate proficiency in firefighting skills as listed in the National Fire Protection Association's (NFPA) standard 1001.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
FIRE 115	Firefighter I & II	1		Sections 1 Students 7	Sections 0 Students 0	Sections 0 Students 0	FT: 0 PT: 2	Yes

Face to Face Sections

Practical Examination: Understands Topic	3
Practical Examination: Presentation skill (articulation of skill)	2.5
Practical Examination: Presentation skill (teamwork)	3
Practical Examination: Ability to do skill in a timely manner	3
Written Examination: (Understanding topics)	2.7

Assessment Result

Outcome 1 Demonstrate proficiency in firefighting skills as listed in National Fire Protection Association's (NFPA) Standard 1001.

Overall score 2.85 (last year 2.58)

This course is based on retention of knowledge taught in the classroom to pass the Division of Fire Safety (DFS) certification written exams along with, [skills](#) developed through practice, through a combination of sensory input and output required to pass the DFS practical skills exams. All skills are practiced until the student is comfortable performing the skill, and all skills must be passed (100%) and signed off on by the lead instructor. Assessments are drawn from the ability to pass all [skills](#) and the requisite knowledge to pass all [quizzes](#) and the [final test](#). All students participate in the skills and testing portion of the class so all students participate in assessment. Noting that student's scores were in the 2.85 level (which is the target area) it is our goal is to improve the scores toward the 3.0 level. Quarterly reviews were held with each student along with instructors, training coordinator, and the dean of student services.

[Quiz and test aggregate scores](#) are included as an attachment to this report. The average quiz score was 92% and the average test score on the final exam was 94%.


[State certification scores](#) were 72% pass for Firefighter I and 69.5% pass for Firefighter II. Which was significant improvement in both areas.

Analysis



FIRE-115 (Firefighter I & II) is a skills based course the student artifact used is the Missouri Division of Fire Safety [Skills book](#) and a [written exam](#). Each skill is assessed during the course by the instructor on the state [Personal Training Record](#). All skills must be mastered and signed off on by the instructor of record. Included in this report are the

[aggregate quiz scores \(92% pass\)](#) for each section quiz. [Along with the aggregate test scores \(94% pass\).](#)

Below is a comparison of the Missouri State Averages for Firefighter certification testing compared to Three Rivers College Students for 2018

Class	Statewide	TRC
Firefighter I	72%	72%
Firefighter II	71.5%	69.5% 

Below is a comparison of the Three Rivers College Student Averages for Firefighter Certification Testing from 2017 and 2018

Class	2017 TRC	2018 TRC	% of Improvement Up or Down
Firefighter I	62%	72%	10% 
Firefighter II	38%	69.5%	31.5% 

As the data indicates the quiz and test scores improved dramatically. The Firefighter I certification scores were on par with the rest of the state, the Firefighter II scores were slightly below the state average, however they were much improved from 2017. Once the new training ground and classroom facilities come on line the scores should improve yet again.

Use of Results for Improvement

Adjuncts meet and agreed the current year did show improvements. However as the data shows, the Certification testing for Firefighter II is still below the state average. Because of the reluctance of the Division of Fire Safety to provide specific data (as to where students did poorly on the test) adjuncts agreed there is really no way to provide specific adjustments to the curriculum. The Division of Fire Safety has moved to the new 2019 National Fire Protection Standard 1001 “**Standard for Fire Fighter Professional Qualifications**” and with the advent of this move allowed us to use the International Fire Service Training Association (IFSTA) curriculum in full. Adjuncts agree this will provide a more uniform Firefighter I & II curriculum as opposed to using the Division of Fire Safety curriculum.

Program Outcome 2 Rubric

Course: FIRE 118 Hazardous Materials Awareness and Operations (**Awareness**)

Artifact: Essay over simulated incident response

Expectations	No Evidence	Novice 1 point	Competent 2 points	Mastery 3 points
Given incident parameters (wind speed, direction etc.) provide on the scenario map a safe location for incident survey.	Evidence indicates the inability to gather and apply any conditions for initial size-up for a safe observation location.	Evidence indicates inability to gather and apply conditions surrounding initial size-up for safe location.	Evidence indicates the ability to gather and apply most conditions for initial size-up and provides a safe location from which to observe.	Evidence indicates the ability to gather all pertinent information and exhibits a thorough understanding of selection of a safe location for incident survey.
Using available reference material detect the presence of hazardous materials/WMDs by identifying the United Nations/North American identification number, Type of placard or other distinguishing markings.	Evidence indicates inability to detect/identify any hazardous materials/WMDs using available reference materials.	Evidence indicates inability to detect/identify hazardous materials/WMDs using available reference materials.	Evidence indicates ability to detect/identify most hazardous materials/WMDs using available reference materials.	Evidence indicates the ability to detect/identify correctly all hazardous materials/WMDs using available reference materials.
Using available reference material collect hazard information for each hazardous material/WMDs detected.	Evidence indicates inability to collect hazard information for each hazardous material/WMDs using available reference materials.	Evidence indicates the inability to collect hazard information for each hazardous material/WMDs using available reference material.	Evidence indicates the ability to collect hazard information for most hazardous materials/WMDs using available reference material.	Evidence indicates the ability to correctly collect all hazard information for each hazardous material/WMDs using available reference material
Using available reference material record protective actions for each hazardous material/WMDs.	Evidence indicates inability to record protective actions for any hazardous material/WMDs using available reference materials.	Evidence indicates inability to record protective actions for each hazardous material/WMDs using available reference material.	Evidence indicates the ability to record protective actions for most hazardous material/WMDs using available reference material.	Evidence indicates the ability to record protective actions for all hazardous material/WMDs using available reference material.

Program Outcome #2 Awareness

Course: FIRE 118 Hazardous Materials Awareness and Operations (Awareness)

Demonstrate knowledge necessary to respond to a given hazardous materials incident.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved ?
FIRE 118	Hazardous Materials Awareness	1	4	Sections 1 Students 4	Sections 0 Students 0	Sections 0 Students 0	FT: 0 PT: 1	Yes

Face to Face Sections

Given incident parameters (wind speed, direction etc.) provide on the scenario map a safe location for incident survey.	1.5
Using available reference material detect the presence of hazardous material/WMDs by identifying the United Nations/North American Identification number, type of placard or other distinguishing markings.	1.5
Using available reference material collect hazard information for each hazardous material/WMD detected.	1.5
Using available reference material record protective actions for each hazardous material/WMD.	1.5



Assessment Result

Analysis



FIRE-118 (Hazardous Materials Awareness and Operations is much the same as FIRE-115 in the area of [skills testing](#) and personal [training record](#). The artifacts collected are an essay (Awareness & Operations) over a simulated incident response for Awareness and Operations (Incident simulation not provided for this report by the adjunct). The

[Awareness](#) and [Operations](#) essays along with the grading rubric are included as are the [quiz scores](#).

Below is a comparison of the Missouri State Averages for Hazardous Materials (Awareness & Operations) certification testing compared to Three Rivers College Students for 2018

Class	Statewide	TRC
Hazardous Mat. Awareness	82.5%	89% 
Hazardous Mat. Operations	74%	78% 

Below is a comparison of the Three Rivers College Student Averages for Hazardous Materials (Awareness & Operations) certification testing 2018 and 2019

Hazardous Materials Awareness	83%	89%	6% 
Hazardous Materials Operations	50%	78%	37% 

Use of Results for Improvement

See below under use of results as both classes are taught at the same time from the same curriculum.

Program Outcome 2 Rubric

Course: FIRE 118 Hazardous Materials Awareness and Operations (Operations)

Artifact: Essay over simulated incident response

Expectations	No Evidence	Novice	Competent	Mastery
<p>Given the incident scenario, analyze the scope of the problem by surveying the hazardous materials/WMD incident to determine any release, collect hazard data from available resources, predict the likely behavior of the hazardous material/WMD and its container, and estimate the potential harm.</p>	<p>Evidence indicates the inability to determine any release, gather proper information (using available reference materials) or to determine the likely behavior of hazardous material/WMDs and its container.</p>	<p>Evidence indicates inability to determine any release, gather proper information (using available reference material) or to determine the likely behavior of hazardous material/WMD, and its container.</p>	<p>Evidence indicates the ability to gather most information (using available reference material) about hazardous material/WMDs determine any release and may or may not predict the likely behavior of the material or container and may or may not estimate the potential harm.</p>	<p>Evidence indicates the ability to gather all pertinent hazard information (using available reference material), determines material leaking, predict the likely behavior of the hazardous material/WMD and estimate the potential harm.</p>
<p>Given the incident scenario develop a plan of action for initial response by describing the response objectives, response options for each objective, determine whether personal protective equipment provided in the scenario is appropriate, and describe decontamination procedures.</p>	<p>Evidence indicates inability to detect/identify any hazardous materials/WMDs using available reference materials.</p>	<p>Evidence indicates inability to develop a thorough plan of action, describe response objectives, and determine applicability of personal protective equipment and decontamination procedures.</p>	<p>Evidence indicates ability to develop a plan of action, describe most response objectives, and determine applicability of personal protective equipment and most decontamination procedures.</p>	<p>Evidence indicates the ability to develop a thorough plan of action, describe response objectives, determine applicability of personal protective equipment and describes decontamination procedures.</p>
<p>Describe the implementation of scene control procedures, evidence preservation (if criminal or terrorist), Incident command and emergency decontamination.</p>	<p>Evidence indicates inability to collect hazard information for each hazardous material/WMDs using available reference materials.</p>	<p>Evidence indicates the inability to describe scene control, evidence preservation, and or the incident command and emergency decontamination.</p>	<p>Evidence indicates the ability to describe most aspects of scene control, evidence preservation, incident command and emergency decontamination.</p>	<p>Evidence indicates a strong ability to describe scene control, evidence preservation, incident command and emergency decontamination.</p>
<p>Evaluate the actions taken in accomplishing the response objectives and describe under which conditions it would be prudent to withdraw from the hazardous material/WMS incident.</p>	<p>Evidence indicates inability to record protective actions for any hazardous material/WMDs using available reference materials.</p>	<p>Evidence indicates inability to evaluate actions taken to accomplish the response objectives and describe under which conditions it would be prudent to withdraw from the hazardous material/WMD incident.</p>	<p>Evidence indicates the ability to evaluate most actions taken to accomplish the response objectives and describe most conditions under which it would be prudent to withdraw from the hazardous materials/WMD incident.</p>	<p>Evidence indicates a strong ability to evaluate actions taken to accomplish the response objectives and describe conditions under which it would be prudent to withdraw from the hazardous materials/WMD incident.</p>

Program Outcome #2 Operations

Course: FIRE 118 Hazardous Materials Awareness and Operations (**Operations**)

Demonstrate knowledge necessary to respond to a given hazardous materials incident.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
FIRE 118	Hazardous Materials Operations	1	4	Sections 1 Students 4	Sections 0 Students 0	Sections 0 Students 0	FT: 0 PT: 1	Yes

Face to Face Sections

Given the incident scenario analyze the scope of the problem by surveying the hazardous materials/WMD incident to determine any release, collect hazard data from available resources, predict the likely behavior of the hazardous material/WMD and its container and estimate the potential harm.	1.75
Given the incident scenario develop a plan of action for initial response by describing the response objectives, response options for each objective, determine whether personal protective equipment provided in the scenario is appropriate, and describe decontamination procedures.	1.75
Describe the implementation of scene control procedures, evidence preservation (if criminal or terrorist), Incident command and emergency decontamination.	1.75
Evaluate the actions taken in accomplishing the response objectives and describe under which conditions it would be prudent to withdraw from the hazardous material/WMD incident.	1.75

Assessment Result

Outcome 2 Demonstrate knowledge necessary to respond to a given hazardous materials incident.

Awareness Overall score 1.5 (last year 2.66).



Operations Overall score 1.75 (last year 2.25)

The data from this group indicates the students who participated understood the basics of dealing with a hazardous materials incident during the incipient phase. However there were only four students in the class and two of them had limited participation. Neither of them took the state certification exam. This accounts for the low KSBA. This course includes academic as well as [practical skills](#). All students participated in the assessment in both portions of the class reached a target area of Awareness 1.50 and Operations 1.75.



Analysis

FIRE-118 (Hazardous Materials Awareness and Operations is much the same as FIRE-115 in the area of [skills testing](#) and personal [training record](#). The artifacts collected are an essay (Awareness & Operations) over a simulated incident response for Awareness and Operations (Incident simulation not provided for this report by the adjunct). The [Awareness](#) and [Operations](#) essays along with the grading rubric are included as are the [quiz scores](#).

Below is a comparison of the Missouri State Averages for Hazardous Materials (Awareness & Operations) certification testing compared to Three Rivers College Students for 2018

Class	Statewide	TRC
Hazardous Mat. Awareness	82.5%	89% 
Hazardous Mat. Operations	74%	78% 

Below is a comparison of the Three Rivers College Student Averages for Hazardous Materials (Awareness & Operations) certification testing 2018 and 2019

Hazardous Materials Awareness	83%	89%	6% 
Hazardous Materials Operations	50%	78%	37% 

Use of Results for Improvement

Because of the limited number of students and supplied data adjuncts agreed no changes will be made.

Program Outcome 3 Rubric

Course: FIRE-226 Principles of Emergency Services Safety and Survival

Artifact: Practical skills test simulating fire ground environment

Expectations	No Evidence	Novice 1 point	Competent 2 points	Mastery 3 points
The student shall write an SOP/SOG on Emergency Response following NFPA standards and state motor vehicle codes.	No assignment turned in.	Student did not research NFPA 1451 for training requirements or state motor vehicle codes	Student gathered some supporting evidence from state motor vehicle codes and NFPA 1451 for driver training	Students SOP/SOG follows most NFPA 1451 driver training standards and complies with all state motor vehicle codes for emergency vehicles
The student shall present their SOP/SOG to the class and be prepared to defend it, using supporting documentation.	No presentation done.	Student presented their SOP/SOG but read only read directly from the document and had no supporting evidence.	Student was prepared for the presentation but had no supporting documentation or references for their SOP/SOG	Student was prepared with full documentation of motor vehicle codes and NFPA driver operator training standards
Student is to prepare and present a two to three-page essay defining organizational and individual safety responsibilities.	No essay turned in.	Student presents an essay no meeting the length requirement or not covering both aspects of safety responsibilities. With grammatical errors.	Student presents essay meeting the length requirement covering both aspects of safety responsibilities with some grammatical errors	Student presents essay meeting the length requirement covering both aspects of safety responsibilities with few to no grammatical errors
Student is to prepare a one-page essay covering fitness and performance standards for firefighters.	No essay turned in.	Student presents and essay meeting the length requirement not covering both aspects.	Student presents essay covering both aspects of the assignment with some grammatical errors	Student presents essay meeting length requirement, with few to no grammatical errors covering both aspects of the assignment

Program Outcome #3

Course: FIRE-226 Principles of Emergency Services Safety and Survival

Design, present and analyze a written Standard Operating Guideline/Standard Operating Procedure (SOG/SOP) for Emergency Response using current Missouri State laws and National Fire Protection Association's Guidelines (NFPA). Provide an essay demonstrating written knowledge of Personal Safety, Accountability, Fitness and Performance Standards.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
FIRE 226	Principles of Emergency Services Safety and Survival			Sections Students	Sections Students	Sections Students	FT: 0 PT: 1	

Face to Face Sections

The student shall write an SOP/SOG on Emergency Response following NFPA standards and state motor vehicle codes.	
The student shall present their SOP/SOG to the class and be prepared to defend it, using supporting documentation.	
Student is to prepare and present a two to three-page essay defining organizational and individual safety responsibilities.	
Student is to prepare a one-page essay covering fitness and performance standards for firefighters	

Assessment Result

Analysis

Use of Results for Improvement

Program Outcome 4 Rubric

Course: FIRE 119 Fire Behavior and Combustion

Artifact: Case Study of Firefighter Line of Duty Death (LODD)

Expectations	No Evidence	Novice 1 point	Competent 2 points	Mastery 3 points
Describe the type of Hostile Fire Event that had occurred and how you made that determination.	No assignment turned in.	Student cannot identify the correct Hostile Fire Event.	Student can identify correct Hostile Fire Event, but does not list the signs that led to that identification.	Student can identify correct Hostile Fire Event and lists the signs that led to that identification.
List at least four actions by the victims that may have led to their being injured.	Student names no actions by the victims that may have led to their injuries.	Student does not name at least two actions by the victims that may have led to their injuries.	Student can name at least two actions by the victims that may have led to their injuries.	Student can name at least four actions by the victims that may have led to their injuries.
List at least four actions by other personnel on the scene that may have led to the victims' injuries.	Student names no actions by other personnel on the scene that may have led to their injuries	Student does not name at least two actions by other personnel on the scene that may have led to their injuries.	Student can name at least two actions by other personnel on the scene that may have led to their injuries.	Student can name at least four actions by other personnel on the scene that may have led to their injuries.
List at least four recommendations that can prevent such injuries from happening in the future.	Student lists no recommendations	Student lists less than four recommendations	Student lists at least four recommendations.	Student lists at least six recommendations.

Program Outcome #4

Course: Fire Behavior and Combustion

Recognize and apply knowledge of conditions that lead up to hostile fire events in structure fires.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
FIRE 119	Fire Behavior and Combustion			Sections: Students:	Sections: Students:	Sections: Students:	FT: PT:	

Face to Face Sections

Describe the type of Hostile Fire Event that had occurred and how you made that determination.	
List at least four actions by the victims that may have led to their being injured.	
List at least four actions by other personnel on the scene that may have led to the victim's injuries.	
List at least four recommendations that can prevent such injuries from happening in the future.	

Assessment Result

Analysis

Use of Results for Improvement

Program Outcome 5 Rubric

Course: FIRE 126

Artifact: Comprehensive Written Examination

Expectations	No Evidence	Novice 1 point	Competent 2 points	Mastery 3 points
<p>Student will correctly answer questions provided on a comprehensive examination based on the text.</p>	<p>Student did not perform assigned task. 0%</p>	<p>Student performed the task displaying minimal knowledge of the subject. 60%-69%</p>	<p>Student performed the task displaying satisfactory knowledge of the subject. 70%-89%</p>	<p>Student performed the task displaying outstanding knowledge of the subject matter. 90%-100%</p>
<p>Student will correctly answer the review questions at the end of each chapter. Answers must be complete and concise.</p>	<p>Student did not perform the task. 0%</p>	<p>Student performed the task displaying minimal knowledge of the subject. 60%-69%</p>	<p>Student performed the task displaying satisfactory knowledge of the subject. 70%-89%</p>	<p>Student performed the task displaying outstanding knowledge of the subject matter. 90%-100%</p>
<p>Student will appear and respond to questions provided by a review board comprised of career members of emergency service providers.</p>	<p>Student did not perform the task. 0%</p>	<p>Student performed task but did not appear prepared to answer questions. Student did not make eye contact or answers were incomplete. 60%-69%</p>	<p>Student performed task, appeared prepared, and answered all questions completely. Student made some verbal and non-verbal errors. 70%-89%</p>	<p>Student performed task, was well prepared, and answered all questions completely. Student made no verbal or non-verbal errors. 90%-100%</p>

Program Outcome #5

Course: FIRE126 Principles of Emergency Services

Identify and demonstrate the basic principles and components that provide the basis for the fire and emergency services.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
FIRE 126	Principles of Emergency Services	1	2	Sections 1 Students	Sections 0 Students 0	Sections 0 Students 0	FT: 0 PT: 1	Yes

Face to Face Sections

Student will correctly answer questions provided on a comprehensive examination based on the text.	3
Student will correctly answer the review questions at the end of each chapter. Answers must be complete and concise.	3
Student will appear and respond to questions provided by a review board comprised of career members of emergency service providers.	0

Assessment Result

Outcome 5 Identify and demonstrate the basic principles and components that provide the basis for the fire and emergency services.

Overall score 1.5

The data collected is misleading as one of the assessments on the grading rubric could not be completed. However, in the two portions of the rubric that were assessed the scores were 3.0.

Analysis

FIRE-126 (Principles of Emergency Services), the artifacts which were collected were a comprehensive [written examination](#) and [chapter assignments](#).

The target score for each learning outcome is a 2.0 which reflects a competent level of skill. For 2018-2019 the composite scores for program outcomes 1, 2, 5, & 6 were all at or above the 2.0. The target score for outcome 5 (FIRE-126) was low due to scheduling conflicts with the mock Emergency Services interview board which resulted in that portion of the grading rubric not being assessed. However, in the areas where assessment was achieved they scored 3.0.

Following are the resulting [composite scores](#) for the 2018-2019 year:

Use of Results for Improvement

The students performed well (3.0) in two of the assessed areas, however the third area which involved the mock interview board was not assessed because of scheduling conflicts. The training coordinator has decided to try this portion of the assessment for one more cycle, if the conflict arises again this portion of the rubric will be removed.

Program Outcome 6 Rubric

Course: FIRE 235 Fire Protection Systems

Artifact: Case Study Review of Large Loss Fire

Expectations	No Evidence	Novice 1 point	Competent 2 points	Mastery 3 points
Students recognize and respond to various automatic and manual type fire alarms.	Student did not participate.	Unable to recognize and respond to various automatic and manual type fire alarms. 0-30%	Able to moderately recognize and respond to various automatic and manual type fire alarms. 30-80%	Able to proficiently recognize and respond to various automatic and manual type fire alarms. 80-100%
After scene arrival students shall be able to describe and locate the alarm area. They shall differentiate and explain different components of activated systems, whether detection, suppression, or smoke management.	Student did not participate.	Unable to describe and locate the fire alarm areas. Cannot differentiate and explain components of activated systems, whether detection, suppression, or smoke management. 0-30%	Able to moderately describe and locate fire alarm areas. Can differentiate and explain components of activated systems, whether detection, suppression, or smoke management. 30-80%	Able to proficiently describe and locate fire alarm areas. Can differentiate and explain components of activated systems, whether detection, suppression, or smoke management. 80-100%
Based on information from a system/or systems students can formulate proper extinguishing principles and technique outcomes.	Student did not participate.	Unable based on information from a system/or systems to formulate proper extinguishing principles and technique outcomes. 0-30%	Able to moderately formulate extinguishing principles and technique based on information from a system/or systems. 30-80%	Able to proficiently formulate extinguishing principles and technique based on information from a system/or systems. 80-100%
Students recognize, inspect, and communicate deficiencies using various codes and standards.	Student did not participate.	Unable to recognize, inspect, and communicate deficiencies using various codes and standards. 0-30%	Able to moderately recognize, inspect, and communicate deficiencies using various codes and standards. 30-80%	Able to proficiently recognize, inspect, and communicate deficiencies using various codes and standards. 80-100%

Program Outcome # 6

Course: Fire Protection Systems

Explain laws, ordinances, and practices related to fire prevention, protection, suppression, mitigation and alarm systems.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
FIRE 235	Fire Detection and Suppression	1	1	Sections 1 Students 1	Sections 0 Students 0	Sections 0 Students 0	FT: 0 PT: 0	Yes

Face to Face Sections

Students recognize and respond to various automatic and manual type fire alarms.	3
After scene arrival students shall be able to describe and locate the alarm area. They shall differentiate and explain different components of activated systems, whether detection, suppression, or smoke management.	3
Based on information from a system/or systems students can formulate proper extinguishing principles and technique outcomes.	2
Students recognize, inspect and communicate deficiencies using various codes and standards.	3

Assessment Result

Outcome 6 Explain laws, ordinances, and practices related to fire prevention, protection, and suppression, mitigation, and alarm systems.

Overall score 2.75

There was only one student in this class however all scores were at or above the 2.0 level.

Analysis

FIRE-235 (Fire Detection & Suppression), the artifact collected was a [“Fire Protection System and Design Assignment.”](#) There was only one student in 235 however they scored above the 2.0 in all areas of the [grading rubric](#) save one which was 2.0.

Use of Results for Improvement

Since this was an independent study there was not enough data to make changes.

Summary of Analysis

Overall the scores were acceptable, however there is room for improvement. In the instance of the State certification courses (FIRE-115 and 118) the quiz and testing scores were all above the 90 percentile for the Firefighter I & II classes the adjunct for Hazardous materials did not provide the quiz scoring. The difficulties arise when the students take their state certification exams and as the data shows we are improving in that area. All other assessed classes were at or above the target range save outcome 2 and 5. Student progress reviews are successful in that they provide each with a progress report which in turn allows improvement in quiz and test scores (which I think the aggregate score sheets quantify).

Additional Summary Notes

Anomalies in the results that were noticed: None

Were changes needed to improve student learning?

With the opening of the new training ground, new burn building and prop area and the addition of the “fire station” setting students will have a much better area to practice the skills. Putting them “in” the station environment will also facilitate a better understanding of not only the class material but how the fire service operates.

Patterns in the data observed:

Students in the certification classes do well with the testing instruments provided by the Division of Fire Safety here at Three Rivers College, however they have lackluster performance with the certification testing but we are improving.

What improvements or changes have been planned for the program as a result of this assessment and why do you expect that they will improve learning?

The program is undergoing a drastic change in the area of practical skills props and training area. This will provide extremely enhanced hands on training and as noted above will significantly enhance the learning experience.



THREE RIVERS COLLEGE

IT Specialist AAS

Program Level SLO Report

Heather Carlton – Program Manager

2018-2019

Program Purpose Statement

Program Purpose Statement: Career and Technical Education. The IT Specialist program prepares students for entry-level positions in information technology field. IT Specialists work with the software and hardware of computer systems and networks, maintain and troubleshoot computer systems and networks, help install software and hardware, and provide customer service to end users within a network.

Program Outcomes

1. Demonstrate the ability to verbally and nonverbally communicate.
2. Apply skills learned to troubleshoot computer and network issues.
3. Demonstrate a foundational knowledge of computer systems both hardware and software.
4. Demonstrate a foundational knowledge of networking systems both hardware and software.

Curriculum Mapping

Three Rivers College Program Managers review their program curriculum to align instruction to programmatic outcomes. The exercise of curricular mapping allows Program Managers to evaluate the curriculum in a broader perspective to develop and implement an assessment plan for the program, reveal any gaps in the curriculum, and identify areas where improvement interventions can be implemented. This curriculum mapping also provides the faculty improved communication amongst program faculty and students. The subsequent curriculum maps are arranged by program outcome to correspond with the Student Learning Outcomes provided within this report for the 2018-19 academic year.

Information Technology Specialist: Program Outcomes Mapping

Program Outcome 1:

Demonstrate the ability to verbally and nonverbally communicate.

Course	Course Learning Outcome (CLO)
MST 115: IT Essentials	Explain the purpose of preventative maintenance and identify the elements of the troubleshooting process. (CLO 4)
	Assess customer needs, analyze possible configurations, provide solutions or recommendations for hardware, operating systems, networking, and security. (CLO 11)
MST 117: Linux Essentials	Explain and show how to search and extract data from Linux files. (CLO 8)
	Express a basic understanding of the concept of scripting. (CLO 9)
	List components of desktop and server computers. (CLO 10)
	Describe where data is stored on a Linux system. (CLO 11)
	Demonstrate how to query vital network settings for a Linux computer on a Local Area Network. (CLO 12)
	List and describe types of users on a Linux system. (CLO 13)
	Create users and groups on a Linux system. (CLO 14)
	Manage Linux file permissions and ownership. (CLO 15)
Define and identify special Linux directories and file. (CLO 16)	
MST 118: Introduction to Networking	Design, calculate, and apply subnet masks and addresses to fulfill given requirements in IPv4 and IPv6 network. (CLO 4)
MST 135: Customer Service and Support	Recognize the importance of and demonstrate effective and professional verbal and written communication in a business/information technology environment. (CLO 1)
	Create professional documents and presentations relative to the information technology industry. (CLO 2)
	Describe troubleshooting theory and solve problems using the troubleshooting process. (CLO 3)
	Describe and demonstrate good customer service skills. (CLO 4)
MST 217: Network Security	Define information security and explain why it is important. (CLO 1)
	Identify the areas of security vulnerability in a distributed computing environment. (CLO 2)
	Identify vulnerabilities and misconfigurations in major wireless network technologies. (CLO 3)
	Develop a Network Security Plan. (CLO 4)
MST 226: Connecting Networks	Design network architectures for borderless networks, data centers, and collaboration. (CLO 7)
MST 235: IT Practicum and Survey	Design and plan a Microsoft Active Directory instance. (CLO 2)
	Design, configure, and implement network switch installation using subnets and VLANs. (CLO 4)
	Design and implement network security measures on servers and switches. (CLO 5)
	Define and implement a role-based security model and permissions in the classroom lab environment. (CLO 8)
	Develop and communicate an IT infrastructure plan including components, costs, and implementation steps required appropriate for a business management review. (CLO 9)

Program Outcome 1 (continued)

MST 197: Coordinated Internship I	Participate in a structured internship based in a workplace and receive real world, hands-on experience. (CLO 1)
MST 297: Coordinated Internship II	Participate in a structured internship based in a workplace and receive real world, hands-on experience. (CLO 1)

**Program Outcome 2:
Apply skills learned to troubleshoot computer and network issues.**

Course	Course Learning Outcome (CLO)
MST 115: IT Essentials	Perform preventative maintenance and basic troubleshooting. (CLO 9)
MST 117: Linux Essentials	Describe considerations for choosing an operating system. (CLO 2)
	Demonstrate and use help commands and navigate help systems when using Linux. (CLO 6)
MST 118: Introduction to Networking	Build a simple Ethernet network using routers and switches. (CLO 5)
MST 128: Networking - Routing and Switching	Configure and troubleshoot basic operations of a small switched network. (CLO 3)
	Configure and troubleshoot basic operations of routers in a small routed network. (CLO 4)
	Configure and troubleshoot VLANs and inter-VLAN routing. (CLO 5)
MST 135: Customer Service and Support	Describe troubleshooting theory and solve problems using the troubleshooting process. (CLO 3)
	Describe and demonstrate good customer service skills. (CLO 4)
MST 217: Network Security	Define information security and explain why it is important. (CLO 1)
	Identify the areas of security vulnerability in a distributed computing environment. (CLO 2)
	Identify vulnerabilities and misconfigurations in major wireless network technologies. (CLO 3)
	Develop a Network Security Plan. (CLO 4)
MST 225: Scaling Networks	Configure and troubleshoot DHCP and DNS operations for IPv4 and IPv6. (CLO 1)
	Describe the operations and benefits of the Spanning Tree Protocol (STP). (CLO 2)
	Configure and troubleshoot STP operations. (CLO 3)
	Describe the operations and benefits of link aggregation and Cisco VLAN Trunk Protocol (VTP). (CLO 4)
	Configure and troubleshoot basic operations of routers in a complex routed network for IPv4 and IPv6. (CLO 5)
	Configure and troubleshoot advanced operations of routers and implement RIP, OSPF, and EIGRP routing protocols for IPv4 and IPv6. (CLO 6)
	Manage Cisco IOS® Software licensing and configuration files. (CLO 7)
MST 226: Connecting Networks	Describe the operations and benefits of virtual private networks (VPNs) and tunneling. (CLO 1)
	Describe different WAN technologies and their benefits. (CLO 2)
	Configure and troubleshoot serial connections. (CLO 3)
	Configure and troubleshoot broadband connections. (CLO 4)

Program Outcome 2 (continued)

	Configure and troubleshoot IPsec tunneling operations. (CLO 5)
	Monitor and troubleshoot network operations using syslog, SNMP, and NetFlow. (CLO 6)
	Design network architectures for borderless networks, data centers, and collaboration. (CLO 7)
MST 227: IT Programming	Demonstrate an understanding of the program development process and programming rules. (CLO 1)
	Apply knowledge of objects, events and properties as they apply to and influence program performance. (CLO 2)
	Create programs that meet the needs of the user. (CLO 3)
MST 235: IT Practicum and Survey	Design and plan a Microsoft Active Directory instance. (CLO 2)
	Design, configure, and implement network switch installation using subnets and VLANs. (CLO 4)
	Design and implement network security measures on servers and switches. (CLO 5)
	Troubleshoot server operation and network connectivity issues using lab environments created in the classroom. (CLO 6)
	Configure and implement a Microsoft Hyper-V hypervisor and virtual machines for Windows Server using Command Line. (CLO 7)
	Define and implement a role-based security model and permissions in the classroom lab environment. (CLO 8)
	Develop and communicate an IT infrastructure plan including components, costs, and implementation steps required appropriate for a business management review. (CLO 9)
MST 197: Coordinated Internship I	Participate in a structured internship based in a workplace and receive real world, hands-on experience. (CLO 1)
MST 297: Coordinated Internship II	Participate in a structured internship based in a workplace and receive real world, hands-on experience. (CLO 1)

Program Outcome 3:**Demonstrate a foundational knowledge of computer systems both hardware and software.**

Course	Course Learning Outcome
MST 115: IT Essentials	Define information technology (IT) and describe the components of a personal computer. (CLO 1)
	Describe how to protect self, equipment, and the environment from accidents, damage, and contamination. (CLO 2)
	Perform a step-by-step assembly of a desktop computer. (CLO 3)
	Explain the purpose of preventative maintenance and identify the elements of the troubleshooting process. (CLO 4)
	Install and navigate an operating system. (CLO 5)
	Configure computers to connect to an existing network. (CLO 6)
	Upgrade or replace components of a laptop based on customer needs. (CLO 7)
	Describe the features and characteristics of mobile devices. (CLO 8)
	Perform preventative maintenance and basic troubleshooting. (CLO 9)
	Assess customer needs, analyze possible configurations, and provide solutions or recommendations for hardware, operating systems, networking, and security. (CLO 11)
MST 117: Linux Essentials	Define and identify Linux as an operating system. (CLO 1)
	Describe considerations for choosing an operating system. (CLO 2)
MST 117: Linux Essentials	Describe the basics of open source software and licensing. (CLO 3)
	Demonstrate basic knowledge of working with Linux. (CLO 4)
	Demonstrate and use basic Linux command line skills. (CLO 5)
	Demonstrate and use help commands and navigate help systems when using Linux. (CLO 6)
	Demonstrate how to work with Linux files and directories. (CLO 7)
	Explain and show how to search and extract data from Linux files. (CLO 8)
	Express a basic understanding of the concept of scripting. (CLO 9)
	List components of desktop and server computers. (CLO 10)
	Describe where data is stored on a Linux system. (CLO 11)
	Demonstrate how to query vital network settings for a Linux computer on a Local Area Network. (CLO 12)
	List and describe types of users on a Linux system. (CLO 13)
	Create users and groups on a Linux system. (CLO 14)
	Manage Linux file permissions and ownership. (CLO 15)
Define and identify special Linux directories and file. (CLO 16)	
MST 118: Introduction to Networking	Build a simple Ethernet network using routers and switches. (CLO 5)
MST 217: Network Security	Identify the areas of security vulnerability in a distributed computing environment. (CLO 2)
	Identify vulnerabilities and misconfigurations in major wireless network technologies. (CLO 3)

Program Outcome 3 (continued)

MST 225: Scaling Networks	Configure and troubleshoot DHCP and DNS operations for IPv4 and IPv6. (CLO 1)
	Describe the operations and benefits of the Spanning Tree Protocol (STP). (CLO 2)
	Configure and troubleshoot STP operations. (CLO 3)
	Describe the operations and benefits of link aggregation and Cisco VLAN Trunk Protocol (VTP). (CLO 4)
	Configure and troubleshoot basic operations of routers in a complex routed network for IPv4 and IPv6. (CLO 5)
	Configure and troubleshoot advanced operations of routers and implement RIP, OSPF, and EIGRP routing protocols for IPv4 and IPv6. (CLO 6)
	Manage Cisco IOS® Software licensing and configuration files. (CLO 7)
MST 226: Connecting Networks	Describe the operations and benefits of virtual private networks (VPNs) and tunneling. (CLO 1)
	Describe different WAN technologies and their benefits. (CLO 2)
	Configure and troubleshoot serial connections. (CLO 3)
	Configure and troubleshoot broadband connections. (CLO 4)
	Configure and troubleshoot IPsec tunneling operations. (CLO 5)
	Monitor and troubleshoot network operations using syslog, SNMP, and NetFlow. (CLO 6)
	Design network architectures for borderless networks, data centers, and collaboration. (CLO 7)
MST 227: IT Programming	Demonstrate an understanding of the program development process and programming rules. (CLO 1)
	Apply knowledge of objects, events and properties as they apply to and influence program performance. (CLO 2)
	Create programs that meet the needs of the user. (CLO 3)
MST 235: IT Practicum and Survey	Troubleshoot server operation and network connectivity issues using lab environments created in the classroom. (CLO 6)
	Develop and communicate an IT infrastructure plan including components, costs, and implementation steps required appropriate for a business management review. (CLO 9)
MST 197: Coordinated Internship I	Participate in a structured internship based in a workplace and receive real world, hands-on experience. (CLO 1)
MST 297: Coordinated Internship II	Participate in a structured internship based in a workplace and receive real world, hands-on experience. (CLO 1)

Program Outcome 4:**Demonstrate a foundational knowledge of networking systems both hardware and software.**

Course	Course Learning Outcome (CLO)
MST 117: Linux Essentials	Demonstrate and use basic Linux command line skills. (CLO 5)
MST 118: Introduction to Networking	Describe the devices and services used to support communications in data networks and the Internet.
	Describe the role of protocol layers in data networks. (CLO 1)
	Describe the importance of addressing and naming schemes at various layers of data networks in IPv4 and IPv6 environments. (CLO 2)
	Design, calculate, and apply subnet masks and addresses to fulfill given requirements in IPv4 and IPv6 network. (CLO 3)
	Build a simple Ethernet network using routers and switches. (CLO 4)
	Use command-line interface (CLI) commands to perform basic router and switch configurations. (CLO 5)
MST 128: Networking - Routing and Switching	Describe enhanced switching technologies such as VLANs, VLAN Trunking Protocol, Rapid Spanning Tree Protocol, and 802.1q. (CLO 1)
	Describe basic switching concepts and the operation of Cisco switches. (CLO 2)
	Configure and troubleshoot basic operations of a small switched network. (CLO 3)
	Configure and troubleshoot basic operations of routers in a small routed network. (CLO 4)
	Configure and troubleshoot VLANs and inter-VLAN routing. (CLO 5)
	Describe the operations of Dynamic Host Configuration Protocol and Domain Name System for IPv4 and IPv6. (CLO 6)
MST 217: Network Security	Identify the areas of security vulnerability in a distributed computing environment. (CLO 2)
	Identify vulnerabilities and misconfigurations in major wireless network technologies. (CLO 3)
	Develop a Network Security Plan. (CLO 4)
MST 218: Server Administration	Administer the latest version of Windows Server. (CLO 1)
	Manage the latest version of Windows Server. (CLO 2)
	Install server roles. (CLO 3)
	Configure server roles. (CLO 4)
	Create Active Directory objects such as; organization units, users, computers, and groups. (CLO 5)
MST 219: Advanced Server Administration	Manage access to shared resources. (CLO 1)
	Design routing, remote access, and wireless access in Windows Server. (CLO 2)
	Manage security in Windows Server. (CLO 3)
	Monitor Windows Server using built-in and downloadable utilities. (CLO 4)

Program Outcome 4 (continued)

MST 225: Scaling Networks	Configure and troubleshoot DHCP and DNS operations for IPv4 and IPv6. (CLO 1)
	Describe the operations and benefits of the Spanning Tree Protocol (STP). (CLO 2)
	Configure and troubleshoot STP operations. (CLO 3)
	Describe the operations and benefits of link aggregation and Cisco VLAN Trunk Protocol (VTP). (CLO 4)
	Configure and troubleshoot basic operations of routers in a complex routed network for IPv4 and IPv6. (CLO 5)
	Configure and troubleshoot advanced operations of routers and implement RIP, OSPF, and EIGRP routing protocols for IPv4 and IPv6. (CLO 6)
	Manage Cisco IOS® Software licensing and configuration files. (CLO 7)
MST 226: Connecting Networks	Describe the operations and benefits of virtual private networks (VPNs) and tunneling. (CLO 1)
	Describe different WAN technologies and their benefits. (CLO 2)
	Configure and troubleshoot serial connections. (CLO 3)
	Configure and troubleshoot broadband connections. (CLO 4)
	Configure and troubleshoot IPSec tunneling operations. (CLO 5)
	Monitor and troubleshoot network operations using syslog, SNMP, and NetFlow. (CLO 6)
	Design network architectures for borderless networks, data centers, and collaboration. (CLO 7)
MST 227: IT Programming	Apply knowledge of objects, events and properties as they apply to and influence program performance. (CSO 2)
	Create programs that meet the needs of the user. (CSO 3)
MST 235: IT Practicum and Survey	Configure Microsoft Windows Server and its various roles. (CLO 1)
	Design and plan a Microsoft Active Directory instance. (CLO 2)
	Install, configure, and manage Microsoft Windows Server infrastructure for Active Directory, file/print, DNS, Exchange, DHCP, Network Printing, and Remote Access. (CLO 3)
	Design, configure, and implement network switch installation using subnets and VLANs. (CLO 4)
	Design and implement network security measures on servers and switches. (CLO 5)
	Configure and implement a Microsoft Hyper-V hypervisor and virtual machines for Windows Server using Command Line. (CLO 7)
	Define and implement a role-based security model and permissions in the classroom lab environment. (CLO 8)
	Develop and communicate an IT infrastructure plan including components, costs, and implementation steps required appropriate for a business management review. (CLO 9)
MST 197: Coordinated Internship I	Participate in a structured internship based in a workplace and receive real world, hands-on experience. (CLO 1)
MST 297: Coordinated Internship II	Participate in a structured internship based in a workplace and receive real world, hands-on experience. (CLO 1)

Program Outcome #1 Rubric

Demonstrate how to verbally and nonverbally communicate.

	No Evidence	Novice	Competent	Mastery
Formal Writing	Writing was unclear and disorganized. Thoughts rambled and made little sense. There were numerous spelling, grammar, or syntax errors throughout the responses that impeded the reader.	Writing was unclear and/or disorganized. Thoughts were not expressed in a logical manner. There were a moderate number of spelling, grammar, or syntax errors throughout the responses that may or may not have detracted from the clarity of the writing.	Writing was mostly clear, concise, and well organized with good sentence/paragraph construction. Thoughts were expressed in a coherent and logical manner. There were some minor errors in sentence construction, usage, grammar, or mechanics. These errors did not detract from the clarity of the writing.	Writing was clear, concise, and well organized with excellent sentence/paragraph construction. Thoughts were expressed in a coherent and logical manner. Few, if any, minor errors in sentence construction, usage, grammar, or mechanics.
Present information in technical specific language	Presentation style and language does not demonstrate a basic understanding of technical jargon and is not appropriate.	Presentation style and language demonstrates a basic understanding of technical jargon, but is confusing or not efficient.	Presentation style and language used demonstrates understanding of technical jargon.	Presentation style and language used demonstrates understanding of technical jargon and is at a consistently high standard.
Present information in an informal language	Presentation style and language does not demonstrate a basic understanding of technical jargon nor relay information in layman terms.	Presentation style and language demonstrates a basic understanding of technical jargon, but cannot relay information in layman terms.	Presentation style and language used demonstrates understanding of technical jargon and relays information in layman terms.	Presentation style and language used demonstrates understanding of technical jargon and relays information in layman terms at a consistently high standard.

Program Outcome #1 Rubric (continued)

	No Evidence	Novice	Competent	Mastery
Access information	Does not access information to accomplish the purpose of the assignment.	Accesses information that fails to contribute to the purpose of the assignment.	Accesses information to accomplish the purpose of the assignment.	Accesses additional information to enhance the purpose of the assignment.
Use information appropriately to accomplish a specific purpose	Does not use the required sources to accomplish the purpose of the assignment.	Uses the required sources appropriately, but fails to accomplish the purpose of the assignment.	Uses the required sources appropriately to accomplish the purpose of the assignment.	Uses the required sources appropriately to accomplish the purpose of the assignment and makes further inferences/implications.
Evaluate information and sources critically	Does not evaluate information and fails to assess the accuracy, authority, and timeliness.	Evaluates information, but fails to assess accuracy and/or authority and/or timeliness.	Evaluates information to assess accuracy, authority, and timeliness.	Evaluates information to assess accuracy, authority, and timeliness and makes further inferences/implications.
Clarity of Ideas	Ideas are not supported with accurate details relevant to the topic.	Ideas are partially supported without regard for accuracy or relevancy to the topic.	With few exceptions, ideas are supported with accurate details relevant to the topic.	Ideas are fully supported with accurate and credible details relevant to the topic.
Coherent Organization	Does not use a pattern of reasoning that communicates consistency and relevancy to the ideas presented.	Uses a pattern of reasoning that lacks consistency and relevancy to the ideas presented.	With few exceptions, uses a pattern of reasoning that is consistent and relevant to the ideas presented.	Uses a pattern of reasoning that is fully consistent and relevant to the ideas presented.
Effective Communication	The purpose or effect of the idea is not apparent.	The purpose or effect of the idea is vague or unclear.	The purpose or effect of the idea can be discerned.	The purpose or effect of the idea is easily understood and clearly conveyed.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
MST 135	IT Customer Service & Support	1	24	Sections 1 Students 24	Sections 0 Students 0	Sections 0 Students 0	FT 1 PT 0	Yes
MST 235	IT Practicum & Survey	1	4	Sections 1 Students 4	Sections 0 Students 0	Sections 0 Students 0	FT 0 PT 1	Yes

Course being reported: MST 135 IT Customer Service and Support

	No Evidence	Novice	Competent	Mastery	# of Students
Formal Writing	3	4	12	5	24
Present information in technical specific language	7	0	11	6	24
Present information in an informal language	7	0	11	6	24
Access information	7	0	11	6	24
Use information appropriately to accomplish a specific purpose	3	4	12	5	24
Evaluate information and sources critically	3	4	12	5	24
Clarity of Ideas	3	4	12	5	24
Coherent Organization	3	4	12	5	24
Effective Communication	3	4	12	5	24

Course being reported: MST 235 IT Practicum and Survey

	No Evidence	Novice	Competent	Mastery	# of Students
Formal Writing	0	0	4	0	4
Present information in technical specific language	0	0	4	0	4
Present information in an informal language	0	0	4	0	4
Access information	0	0	4	0	4
Use information appropriately to accomplish a specific purpose	0	0	4	0	4
Evaluate information and sources critically	0	0	4	0	4
Clarity of Ideas	0	0	4	0	4
Coherent Organization	0	0	4	0	4
Effective Communication	0	0	4	0	4

Assessment Result

Program Outcome #1: Demonstrate how to verbally and nonverbally communicate.

During Academic Year 2018-2019, 24 students participated in MST 135 IT Customer Service and Support. This course is designed to set the standard and expectation for all verbal and nonverbal communication throughout the program. This course is taken Year 1, Semester 2.

Four students participated in MST 235 IT Practicum and Survey. This course is designed to incorporate all content knowledge from all previous MST courses and aligns with PLO 1, 2, and 4. Students work on five projects throughout the semester to design, implement, maintain, and troubleshoot a real-world network system on a secured network within the classroom. This course is taken in Year 2, Semester 2.

Analysis

The table below allows comparison between Year 1 and Year 2 students, as well as follow student learning by cohort.

	2016-17 Results	2017-18 Results	2018-19 Results
MST 135 IT Customer Service & Support	67% scored Novice in written communication (Cohort 2 – YR1 S2)	47% scored Competent or higher in written communication (Cohort 3 – YR1 S2)	71% scored Competent or higher in written communication (Cohort 4 – YR1 S2)
	60% scored Novice in verbal communication (Cohort 2 – YR1 S2)	53% scored Competent or higher in verbal communication (Cohort 3 – YR1 S2)	71% scored Competent or higher in verbal communication (Cohort 4 – YR1 S2)
MST 235 IT Practicum & Survey	63% scored Competent in written and verbal communication (Cohort 1 – YR2 24)	100% scored Competent or higher in written and verbal communication (Cohort 2 – YR2 S4)	100% scored Competent in written and verbal communication (Cohort 3 – YR2 S4)

The MST 135 instructor used the curriculum that was redesigned in Academic Year 2017-2018 during the current year. The instructor discussed in more detail the expectations for formal writing and presentations and added learning modules to address technical writing organization and proper presentation methods. As a result, 71% of 2018-19 first year students scored competent or higher in both written and verbal communication; whereas only 47% first year students in the previous academic year scored competent or higher in written communication and 53% scored competent or higher in verbal communication.

When comparing Year 1 students and Year 2 students, the percentage of students performing at Competent or higher in both forms of communication increased. For instance, in the current academic year 71% of Year 1 students scored Competent or higher and 100% of Year 2 students scored competent.

When comparing cohorts, the percentage of students performing at Competent or higher also increased. For example: 47% of Cohort 3 Year 1 students scored Competent or higher in written communication and 100% of these same students scored at Competent or higher in written communication in Year 2.

Use of Results for Improvement

Based on the data above, student performance continues to increase at Competent or higher with current learning materials and activities. At this time, MST 135 and MST 235 will continue to teach curriculum as is and monitor student scores. Curriculum will be modified, as needed, based on student performance. If student performance decreases in either forms of communication, learning material and activities will be revised to address the decrease.

Program Outcome #2

Apply skills learned to troubleshoot computer and network issues.

	No Evidence	Novice	Competent	Mastery
Configuration	Relevance or credibility of evidence is not established.	Identifies hardware and software components for a given scenario.	Implements an appropriate hardware and software configuration for a given scenario, such as configuring assistive technology on a desktop for an ADA accommodation.	Compares several hardware and software configurations for a given scenario and recommends the best solution.
Problem Analysis	Relevance or credibility of evidence is not established.	Lists appropriate methods or techniques to identify and resolve end-user IT problems.	Investigates a given problem using appropriate methods or techniques, including communication and technical strategies.	Analyzes an end-user IT problem to successful resolution.
Troubleshoot Issues using the CISCO theory	Relevance or credibility of evidence is not established.	Investigates a given networking problem without using appropriate methods or techniques.	Investigates a given networking problem using appropriate methods or techniques	Solves a given networking problem using appropriate methods and provides documentation.
Proper Application of the OSI Model	Relevance or credibility of evidence is not established.	Lists the layers, protocols or components of the OSI model inaccurately or insufficiently.	Describes the layers, names the major protocols and describes the common components of the OSI model.	Explains the interaction of the OSI model layers in the encapsulation process.

Program Outcome #2 (continued)

	No Evidence	Novice	Competent	Mastery
Analyze Evidence	Relevance or credibility of evidence is not established.	Recognizes relevant evidence but fails to establish credibility.	Analyzes relevant evidence and its credibility.	Evaluates relevant evidence and its credibility.
Analyze Assumptions	Assumptions are not formulated.	Recognizes relevant assumptions.	Analyzes relevant assumptions.	Evaluates relevant assumptions.
Formulate Judgments & Solutions	Judgments or solutions not formulated.	Formulates judgments or solutions.	Formulates and articulates reasons for judgments or solutions.	Formulates, articulates reasons for, and recognizes potential consequences of judgments or solutions.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved ?
MST 115	IT Essentials	3	32	Sections 3 Students 32	Sections 0 Students 0	Sections 0 Students 0	FT: 0 PT: 1	Yes
MST 118	Introduction to Networking	2	22	Sections 2 Students 22	Sections 0 Students 0	Sections 0 Students 0	FT: 0 PT: 1	Yes
MST 235	IT Practicum & Survey	1	4	Sections 1 Students 5	Sections 0 Students 0	Sections 0 Students 0	FT: 0 PT: 1	Yes

Course being reported: MST 115 IT Essentials

	No Evidence	Novice	Competent	Mastery	# of Students
Configuration	0	8	15	6	29
Problem Analysis	0	3	10	9	22
Troubleshoot Issues using the CISCO theory	0	3	10	9	22
Proper Application of the OSI Model	0	3	10	9	22
Analyze Evidence	0	8	15	6	29
Analyze Assumptions	0	8	15	6	29
Formulate Judgments & Solutions	0	8	15	6	29

Course being reported: MST 118 Introduction to Networking

	No Evidence	Novice	Competent	Mastery	# of Students
Configuration	0	0	1	18	19
Problem Analysis	0	0	1	18	19
Troubleshoot Issues using the CISCO theory	0	0	1	18	19
Proper Application of the OSI Model	0	0	1	18	19
Analyze Evidence	0	0	1	18	19
Analyze Assumptions	0	0	1	18	19
Formulate Judgments & Solutions	0	0	1	18	19

Course being reported: MST 235 IT Practicum & Survey

	No Evidence	Novice	Competent	Mastery	# of Students
Configuration	0	0	4	0	4
Problem Analysis	0	0	4	0	4
Troubleshoot Issues using the CISCO theory	0	0	4	0	4
Proper Application of the OSI Model	0	0	4	0	4
Analyze Evidence	0	0	4	0	4
Analyze Assumptions	0	0	4	0	4
Formulate Judgments & Solutions	0	0	4	0	4

Assessment Result

Program Learning Outcome 2 focuses on the application of skills learned for troubleshooting both computer and network hardware and software issues.

During Academic Year 2018-2019, 32 students participated in MST 115 IT Essentials. This course is a fundamental component to the program. It provides an introduction into troubleshooting theory. Students are assessed based on critical thinking and problem-solving skills utilized when assembling/disassembling a desktop computer and installing the proper operating system. New computer equipment was purchased for this course in Spring/Summer 2018. This assessment artifact aligns with PLO 2 and 3.

In Fall 2018, 22 students participated in MST 118 Introduction to Networking. This course is a fundamental component to the program. It provides an introduction into the troubleshooting theory. Students are assessed based critical thinking and problem-solving skills utilized when building a simple Ethernet network. New computer equipment was purchased for this course in Fall 2018. This assessment artifact aligns with PLO 2 and 4.

In Spring 2019, 4 students participated in MST 235 IT Practicum and Survey. Students are assessed based on troubleshooting the design, implementation, and maintenance of a network system. The instructor presents students with a series of computer networking and IT case studies. Students work collaboratively and independently to develop a solution then presents the solution in formal presentation. These projects encompass all content learned in previous MST core courses. These assessment artifacts align with PLO 1, PLO 2, PLO 3, and PLO 4.

Analysis

The table below shows comparison between Year 1 and Year 2 students, as well as follow student learning by cohort for Program Learning Outcome 2.

	2016-17 Results	2017-18 Results	2018-19 Results
MST 115 IT Essentials	69% scored Competent or higher in Configuration and Analysis (Cohort 2 – YR1 S1)	57% scored Competent or higher in Configuration and Analysis (Cohort 3 – YR1 S1)	72% scored Competent or higher in Configuration and Analysis (Cohort 4 – YR1 S1)
	85% scored Competent or higher in Troubleshooting (Cohort 2 – YR1 S1)	57% scored Competent or higher in Troubleshooting (Cohort 3 – YR1 S1)	86% scored Competent or higher in Troubleshooting (Cohort 4 – YR1 S1)
MST 118 Introduction to Networking	Not Assessed (Cohort 2 – YR1 S1)	Not Assessed (Cohort 3 – YR1 S1)	100% scored Competent or higher in Configuration (Cohort 4 – YR1 S1)
			100% scored Competent or higher in Analysis (Cohort 4 – YR1 S1)
			100% scored Competent or higher in Troubleshooting (Cohort 4 – YR1 S1)
MST 235 IT Practicum & Survey	100% scored Competent or higher in Configuration (Cohort 1 – YR2 S4)	100% scored Competent or higher in Configuration (Cohort 2 – YR2 S4)	100% scored Competent in Configuration (Cohort 3 – YR2 S4)
	100% scored Competent or higher in Analysis (Cohort 1 – YR2 S4)	100% scored Novice in Analysis (Cohort 2 – YR2 S4)	100% scored Competent in Analysis (Cohort 3 – YR2 S4)
	100% scored Competent or higher in Troubleshooting (Cohort 1 – YR2 S4)	100% scored Novice in Troubleshooting (Cohort 2 – YR2 S4)	100% scored Competent in Troubleshooting (Cohort 3 – YR2 S4)

In 2018-19, 72% of Year 1 MST 115 students scored Competent or higher in configuration and analysis and 86% in troubleshooting desktop computers and associated software compared to only 57% in configuration, analysis and troubleshooting the previous academic year. This was the first year Year 1 MST 118 student learning outcomes were assessed – 100% of these students scored Competent or higher in all three components to PLO 2. In 2017-18, 100% of Year 2 MST 235 students scored Novice in analysis and troubleshooting but 2018-19 Year 2 students scored 100% Competent in these two components of PLO 2.

When comparing Year 1 students and Year 2 students, the percentage of students performing at Competent or higher increased in all aspects of troubleshooting. From a cohort perspective, the percentage of students performing at Competent or higher also increased. Cohort 3 students increased their troubleshooting scores from 57% Competent in Year 1 or higher to 100% Competent in Year 2.

Use of Results for Improvement

In 2017-18, this PLO was identified as an area for improvement and would be closely monitored over the next few years. During this academic year, 57% of Cohort 3 (Year 1, Semester 1) students scored Competent or higher in configuration, analysis, and troubleshooting. Student performance prompted the purchase of new equipment for courses MST 115 and MST 118; however, this equipment was also utilized in MST 128 Networking Routing & Switching, MST 218 Server Administration, MST 219 Advanced Server Administration, MST 225 Scaling Networks, and MST 226 Connecting Networks.

Cohort 3 students were assessed again in 2018-19 during Year 2, Semester 4. These students utilized the new equipment in MST 128, MST 218, and MST 225 during their second and third semesters. They were also utilizing the new equipment in MST 219, MST 226, and MST 235 during their fourth semester. In this cohort, 100% of students scored Competent in configuration, analysis, and troubleshooting. When comparing student performance from 2017-18 and 2018-19 academic years, student performance increased in both Year 1 and Year 2.

Based on the student data above, it is concluded the introduction of new equipment utilized in all computer networking courses positively influenced student learning; thus increased the percentage of students scoring Competent or higher when applying their troubleshooting skills to computer and network issues.

Program Outcome #3

Demonstrate a foundational knowledge of computer systems both hardware and software.

	No Evidence	Novice	Competent	Mastery
Knowledge of computer hardware	Relevance or credibility of evidence is not established.	Identifies computer hardware components for a given scenario.	Implements an appropriate computer hardware configuration for a given scenario, such as configuring assistive technology on a desktop for an ADA accommodation.	Compares various computer hardware component configurations for a given scenario and recommends the best solution.
Assembly and Disassembly	Relevance or credibility of evidence is not established.	Identifies computer hardware components for a given scenario and assemble with help.	Assemble a computer hardware component configurations for a given, such as configuring assistive technology on a desktop for an ADA accommodation.	Assemble and design various computer hardware component configurations for a given scenario and recommends the best solution.
Knowledge of computer software	Relevance or credibility of evidence is not established.	Describes a few commonly used computer operating systems.	Summarizes several computer operating systems and differentiates among those systems.	Compares several computer operating systems on the basis of computing platforms and usability.
Troubleshooting	Relevance or credibility of evidence is not established.	Lists appropriate methods or techniques to identify and resolve computer IT problems.	Investigates a given computer problem using appropriate methods or techniques, including communication and technical strategies.	Analyzes a computer IT problem to successful resolution.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
MST 115	IT Essentials	3	32	Sections: 3 Students: 32	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 0 PT: 1	Yes

Course being reported: MST 115 IT Essentials

	No Evidence	Novice	Competent	Mastery	# of Students
Knowledge of computer hardware	0	9	20	0	29
Assembly and Disassembly	0	9	20	0	29
Knowledge of computer software	0	9	20	0	29
Troubleshooting	0	9	20	0	29

Assessment Result

Program Learning Outcome 3 focuses on developing students' basic knowledge of computer systems, their components and software. During 2018-19, 32 students participated in MST 115 IT Essentials. Students were assessed using end-of-chapter exams covering computer systems, computer components, basic networks, and computer operating systems.

Analysis

The table below shows comparison between Year 1 student performance by academic year.

	2016-17 Results	2017-18 Results	2018-19 Results
MST 115 IT Essentials	67% scored Competent or higher in Knowledge of Computer Hardware and Assembly/Disassembly (Cohort 2 – YR1 S1)	71% scored Mastery in Knowledge of Computer Hardware and Assembly/ Disassembly (Cohort 3 – YR1 S1)	69% scored Competent in Knowledge of Computer Hardware and Assembly/ Disassembly (Cohort 4 – YR1 S1)
	67% scored Competent or higher in Knowledge of Computer Software (Cohort 2 – YR1 S1)	71% scored Mastery in Knowledge of Computer Software (Cohort 3 – YR1 S1)	69% scored Competent in Knowledge of Computer Software (Cohort 4 – YR1 S1)
	67% scored Competent or higher in Troubleshooting (Cohort 2 – YR1 S1)	71% scored Mastery in Troubleshooting (Cohort 3 – YR1 S1)	69% scored Competent in Troubleshooting (Cohort 4 – YR1 S1)

Use of Results for Improvement

From the table above, Year 1 students from 2017-18 scored 71% Mastery in knowledge of computer hardware, assembly/disassembly of computers, knowledge of computer software, and troubleshooting theory which is an improvement from Year 1 students in 2016-17. However, Year 1 students from 2018-19 scored 69% Competent in all four aspects of PLO 3. This is a slight decrease from student performance from previous academic year.

A new version of course textbook and content was adopted between 2017-18 and 2018-19; however, the publisher remained the same – Cisco. At this point, student performance will be closely monitored during the upcoming academic year. If student performance decreases again, the program coordinator and instructor will evaluate learning materials including textbook and associated supplemental material such as PowerPoints and NetAcad. NetAcad is the Cisco website in which content and chapter exams are administered to students. Modality and student engagement with course material will be evaluated too. Once the evaluation is complete, the appropriate changes will be made to the course content.

Program Outcome #4

Demonstrate a foundational knowledge of network systems both hardware and software.

	No Evidence	Novice	Competent	Mastery
Knowledge of network hardware	Relevance or credibility of evidence is not established.	Identifies network hardware components for a given scenario.	Implements an appropriate network hardware configuration for a given scenario, such as configuring assistive technology on a desktop for an ADA accommodation.	Compares various network hardware component configurations for a given scenario and recommends the best solution.
Assembly and Disassembly	Relevance or credibility of evidence is not established.	Identifies network hardware components for a given scenario and assemble with help.	Assemble a network hardware component configurations for a given, such as configuring assistive technology on a desktop for an ADA accommodation.	Assemble and design various network hardware component configurations for a given scenario and recommends the best solution.
Knowledge of network software	Relevance or credibility of evidence is not established.	Describes a few commonly used network operating systems.	Summarizes several network operating systems and differentiates among those systems.	Compares several network operating systems on the basis of computing platforms and usability.
Troubleshooting	Relevance or credibility of evidence is not established.	Lists appropriate methods or techniques to identify and resolve network IT problems.	Investigates a given network problem using appropriate methods or techniques, including communication and technical strategies.	Analyzes a network IT problem to successful resolution.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
MST 118	Introduction to Networking	2	22	Sections: 2 Students: 22	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 0 PT: 1	Yes
MST 225	Scaling Networks	1	4	Sections: 1 Students: 4	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 0 PT: 1	Yes
MST 235	IT Practicum & Survey	1	4	Sections: 1 Students: 4	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 0 PT: 1	Yes

Course being reported: MST 118 Introduction to Networking

	No Evidence	Novice	Competent	Mastery	# of Students
Knowledge of network hardware	0	0	1	19	20
Assembly and Disassembly	0	0	1	19	20
Knowledge of network software	0	0	1	19	20
Troubleshooting	0	0	1	19	20

Course being reported: MST 225 Scaling Networks

	No Evidence	Novice	Competent	Mastery	# of Students
Knowledge of network hardware	0	0	4	0	4
Assembly and Disassembly	0	0	4	0	4
Knowledge of network software	0	0	4	0	4
Troubleshooting	0	0	4	0	4

Course being reported: MST 235 IT Practicum and Survey

	No Evidence	Novice	Competent	Mastery	# of Students
Knowledge of network hardware	0	0	0	4	4
Assembly and Disassembly	0	0	0	4	4
Knowledge of network software	0	0	0	4	4
Troubleshooting	0	0	0	4	4

Assessment Result

Program Learning Outcome 4 focuses on developing students' basic knowledge of network systems, their components and software.

In 2018-19, 22 students participated in MST 118 Introduction to Networking. Students were assessed using hands-on exercises that covered networking systems, network components, network configuration and protocols, and network operating systems. Four students participated in MST 225 Scaling Networks which covers more complex network configurations and troubleshooting operations. Four students participated in MST 235 IT Practicum and Survey. Students are assessed on their knowledge and installation/uninstallation of network hardware, in their knowledge of network software options, and in troubleshooting network hardware and software issues.

Analysis

The table below shows comparison between Year 1 and Year 2 students, as well as follow student learning by cohort for Program Learning Outcome 4.

	FY17 Results	FY 18 Results	FY19 Results
MST 118 Introduction to Networking	53% scored Competent or higher in Knowledge of Network Hardware (Cohort 2 – YR1 S1)	88% Novice in Knowledge of Network Hardware (Cohort 3 – YR1 S1)	95% scored Competent or higher in Knowledge of Network Hardware (Cohort 3 – YR2 S3)
	53% scored Competent or higher Assembly/Disassembly (Cohort 2 – YR1 S1)	88% Novice Assembly/Disassembly (Cohort 3 – YR1 S1)	95% scored Competent or higher Assembly/Disassembly (Cohort 3 – YR2 S3)
	53% scored Competent or higher in Knowledge of Network Software (Cohort 2 – YR1 S1)	88% Novice Knowledge of Network Software (Cohort 3 – YR1 S1)	95% scored Competent or higher in Knowledge of Network Software (Cohort 3 – YR2 S3)
	53% scored Competent or higher in Troubleshooting (Cohort 2 – YR1 S1)	88% Novice Troubleshooting (Cohort 3 – YR1 S1)	95% scored Competent or higher in Troubleshooting (Cohort 3 – YR2 S3)
MST 225 Scaling Networks	75% scored Competent or higher in Knowledge of Network Hardware (Cohort 1 – YR2 S3)	Not Assessed (Cohort 2 – YR2 S3)	100% scored Competent in Knowledge of Network Hardware (Cohort 3 – YR2 S3)
	75% scored Competent or higher Assembly/Disassembly (Cohort 1 – YR2 S3)	Not Assessed (Cohort 2 – YR2 S3)	100% scored Competent in Assembly/Disassembly (Cohort 3 – YR2 S3)
	75% scored Competent or higher in Knowledge of Network Software (Cohort 1 – YR2 S3)	Not Assessed (Cohort 2 – YR2 S3)	100% scored Competent in Knowledge of Network Software (Cohort 3 – YR2 S3)
	75% scored Competent or higher in Troubleshooting (Cohort 1 – YR2 S3)	Not Assessed (Cohort 2 – YR2 S3)	100% scored Competent in Troubleshooting (Cohort 3 – YR2 S3)
MST 235 IT Practicum & Survey	100% scored Competent in Knowledge Network Hardware (Cohort 1 – YR2 S4)	100% scored Mastery in Knowledge Network Hardware (Cohort 2 – YR2 S4)	100% scored Mastery in Knowledge Network Hardware (Cohort 3 – YR2 S4)
	100% scored Competent in Assembly/Disassembly (Cohort 1 – YR2 S4)	100% scored Mastery in Assembly/Disassembly (Cohort 2 – YR2 S4)	100% scored Mastery in Assembly/Disassembly (Cohort 3 – YR2 S4)
	100% scored Competent in Knowledge of Network Software (Cohort 1 – YR2 S4)	100% scored Competent in Knowledge of Network Software (Cohort 2 – YR2 S4)	100% scored Mastery in Knowledge of Network Software (Cohort 3 – YR2 S4)
	100% scored Competent in Troubleshooting (Cohort 1 – YR2 S4)	100% scored Novice in Troubleshooting (Cohort 2 – YR2 S4)	100% scored Mastery in Troubleshooting (Cohort 3 – YR2 S4)

Comparing student performance scores by assessment courses in this learning outcome, 2017-18 students scored Novice or were not not assessed in MST 118 (Year 1 students) and MST 225 (Year 2 students), respectively. This decrease in performance was due to non-functioning network equipment. As mentioned in previous learning outcomes, new equipment was introduced into courses in 2018-19. As a result 95% of MST 118 and 100% of MST 225 students scored Competent or higher in knowledge of network hardware, assembly/disassembly, knowledge of network software and troubleshooting. MST 235 students have performed consistently in Competent or higher. With the exception of equipment issues in 2018-19, the table above reflects improvement in student performance scores from Year 1 to Year 2 from 2016-17 to 2018-19.

From a cohort perspective, 53% of Cohort 2, Year 1 students scored Competent or higher in all four components of PLO 4; however, in Year 2 these students scored 100% Mastery in knowledge of network hardware and assembly/disassembly, 100% Competent in knowledge of network software, and 100% Novice in troubleshooting. In retrospect, 88% of Cohort 3, Year 1 students scored Novice in all four components of this learning outcomes and 100% of these students scored Master in all four components in Year 2.

Use of Results for Improvement

Student performance data reflects the lack of functional computer networking equipment in 2017-18 negatively affected student learning. The proper equipment was purchased and utilized in 2018-19 and student performance significantly increased.

Based on these results, instructional equipment will be closely monitored each semester and equipment replacement/new equipment purchases are requested each budget year. Any non-functional or obsolete equipment will be replaced.

Additional Summary Notes

Anomalies in the results that were noticed:

Student learning scores in troubleshooting decreased from 2016-17 to 2017-18 due to equipment issues; however, student performance increased from 2017-18 to 2018-19.

Were changes needed to improve student learning?

In 2018-19 new equipment was purchased and installed in the classroom. The student data supports student performance increased once the equipment was replaced.

Patterns in the data observed:

None.

Student Learning Outcomes (SLO)

Report Addendum

Program Name: Information Technology Systems

Describe any changes (Curriculum, QM, modality, textbook, learning resources, etc.) made to your program in any previous year(s) that may have caused the (positive or negative) outcomes results in the 2018-19 SLO report. (Use as many pages as necessary to describe.)

- A new version of textbook and online content was adopted between 2017-18 and 2018-19.
- New equipment was implemented in the following courses:
 - MST 115 IT Essentials (Assessment Course)
 - MST 118 Introduction to Networks (Assessment Course)
 - MST 128 Networking Routing & Switches
 - MST 218 Server Administration
 - MST 219 Advanced Server Administration
 - MST 225 Scaling Networks (Assessment Course)
 - MST 226 Connecting Networks
 - MST 235 IT Practicum & Survey (Assessment Course)

Explain how the data points align and impact the student learning outcomes or program outputs for each of the changes listed above in section (1.). (*Output data do not directly and specifically measure changes in student learning. Output data are the indirect results of program activities and are measured by enrollment, retention rate, graduation data, and external exam pass rates, etc.*)

- The change in textbook may have affected student performance but no assumption has been made until data from 2019-20 is evaluated.
- Equipment issues did affect students' ability to troubleshoot. The data presented in the 2019-20 SLO Report supports students' learning experience and ability to troubleshoot is directly related to their access to functional equipment and hands-on exercises.



THREE RIVERS COLLEGE

Medical Billing & Coding

Program Level SLO Report

Julie Becker – Program Manager

2018-19

Program Purpose Statement

The Medical Billing & Coding program prepares students with the knowledge of ICD and CPT coding to assign accurate codes for diagnosis, procedures, and other services. Students will also learn various clerical and administrative functions that relate to medical facilities. This program prepares the graduate to meet the challenges in today's health care billing and coding systems through the application of practical and theoretical general education, hands-on skill development, and a coordinated internship project.

Program Outcomes

1. Communicate in a business environment.
2. Demonstrate technological skills including operating systems, word processing, spreadsheets, database management, presentation software, email and the Internet as a research tool.
3. Manage files.
4. Employ technology to solve business problems.
5. Display professional readiness including time management, organizational, confidentiality, teamwork and decision-making skills.
6. Use CPT and ICD-CM coding systems.
7. Complete health insurance claim forms.

Curriculum Mapping

Three Rivers College Program Managers review their program curriculum to align instruction to programmatic outcomes. The exercise of curricular mapping allows Program Managers to evaluate the curriculum in a broader perspective to develop and implement an assessment plan for the program, reveal any gaps in the curriculum, and identify areas where improvement interventions can be implemented. This curriculum mapping also provides the faculty improved communication amongst program faculty and students. The subsequent curriculum maps are arranged by program to correspond with the Student Learning Outcomes provided within this report for the 2018-19 academic year.

Medical Billing and Coding: Program Outcomes Mapping

Program Outcome 1: Communicate in a business environment.

Course	Course Learning Outcome (CLO)
BUED 103: Business English	Use appropriate reference materials such as online dictionaries, print dictionaries, and reference manuals to locate answers to questions. (CLO 1)
	Identify parts of speech and understand how they function in sentences. (CLO 2)
	Write complete sentences avoiding fragments, comma splices, and run-ons. (CLO 3)
	Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions, and interjections correctly in oral and written communication. (CLO 4)
	Develop proficiency in punctuation, capitalization, and number style skills. (CLO 5)
	Demonstrate realistic applications of current usage and style in today's workplace. (CLO 6)
	Demonstrate improved vocabulary, spelling, and editing skills. (CLO 7)
	Recognize and create professional business messages that demonstrate correct formats and ideas expressed in clear, concise, and correct English. (CLO 8)
BUED 203: Business Communications	Demonstrate their abilities to use clear, concise, and grammatically correct language. (CLO 1)
	Practice the ability to select, organize, and effectively deliver information in a businesslike manner. (CLO 2)
	Demonstrate ability to contribute to team performance, plan and participate in productive meetings, and use collaborative technologies. (CLO 3)
IST 148: Office Procedures	Demonstrate an understanding of current office practices. (CLO 1)
	Exhibit awareness of the developing trends in office practices, such as virtual, mobile and home offices. (CLO 2)
	Locate and understand common skill sets found in the office environment. (CLO 3)
	Employ effective personal and interpersonal skills in various business situations. (CLO 4)
	Exercise efficient time management techniques. (CLO 5)
	Facilitate teamwork in a diverse office environment. (CLO 6)
IST 149: Medical Terminology and Coding	Spell and define anatomical, pathological, diagnostic, and treatment medical terms. (CLO 1)
	Identify the basic structures of each body system. (CLO 2)
	Briefly explain the function of each body system and related organs. (CLO 3)
	Accurately assign medical codes to diagnoses, procedures, operations, and other medical or surgical services. (CLO 4)
BMGT 235: Customer Service Management	Develop a heightened awareness of the challenges and opportunities in customer service. (CLO 1)
	Demonstrate techniques for exceeding expectations in value, information, convenience, and timing in order to create greater customer loyalty. (CLO 2)
	Show specific personal and communication behaviors that engage customers. (CLO 3)
IST 297: Internship	Communicate in a business environment. (CLO 1)
	Demonstrate technological skills including operating systems, word processing, spreadsheets, database management, presentation software, email and the Internet as a research tool. (CLO 2)
	Manage files. (CLO 3)
	Employ technology to solve business problems. (CLO 4)

Program Outcome 2:

Demonstrate technological skills including operating systems, word processing, spreadsheets, database management, presentation software, email and the Internet as a research tool.

Course	Course Learning Outcome (CLO)
IST 100: Computer Applications	Demonstrate proficiency in using college systems to conduct online learning and research. (CLO 1)
	Demonstrate understanding of security options for technology platforms. (CLO 2)
	Demonstrate proficiency in operating a personal computer. (CLO 3)
	Demonstrate proficiency in using word processing software. (CLO 4)
	Demonstrate proficiency in using spreadsheet software. (CLO 5)
	Demonstrate proficiency in using database software. (CLO 6)
	Demonstrate proficiency in using presentation software. (CLO 7)
BUED 203: Business Communications	Practice the ability to select, organize, and effectively deliver information in a businesslike manner. (CLO 2)
	Demonstrate ability to contribute to team performance, plan and participate in productive meetings, and use collaborative technologies. (CLO 3)
IST 148: Office Procedures	Exhibit awareness of the developing trends in office practices, such as virtual, mobile and home offices. (CLO 2)
	Locate and understand common skill sets found in the office environment. (CLO 3)
	Employ effective personal and interpersonal skills in various business situations. (CLO 4)
IST 269: Database Applications	Build a database from scratch or from templates. (CLO 1)
	Exchange data with other databases and Microsoft Office documents. (CLO 2)
	Create forms to simplify data entry. (CLO 3)
	Use filters and queries to find and analyze information. (CLO 4)
	Design rich reports that help make your data meaningful. (CLO 5)
IST 268: Spreadsheet Applications	Help prevent data corruption and unauthorized access. (CLO 6)
	Interpret financial data. (CLO 1)
	Design formulas that solve math problems. (CLO 2)
	Show data in a meaningful way using charts, graphs, macros, and pivot tables. (CLO 3)
IST 126: Word Processing Applications	Integrate Excel spreadsheets with other software applications and the Internet. (CLO 4)
	Identify parts of the Word screen. (CLO 1)
	Apply paragraph formatting, set tables. (CLO 2)
	Use advanced editing to revise text. (CLO 3)
	Create, edit, and format tables. (CLO 4)
IST 297: Internship	Enhance document with special features, i.e., clipart, WordArt, and shapes. (CLO 5)
	Communicate in a business environment. (CLO 1)
	Demonstrate technological skills including operating systems, word processing, spreadsheets, database management, presentation software, email and the Internet as a research tool. (CLO 2)
	Manage files. (CLO 3)
	Employ technology to solve business problems. (CLO 4)

**Program Outcome 3:
Manage files.**

Course	Course Learning Outcome (CLO)
IST 148: Office Procedures	Locate and understand common skill sets found in the office environment. (CLO 3)
	Employ effective personal and interpersonal skills in various business situations. (CLO 4)
IST 269: Database Applications	Build a database from scratch or from templates. (CLO 1)
	Exchange data with other databases and Microsoft Office documents. (CLO 2)
	Create forms to simplify data entry. (CLO 3)
	Use filters and queries to find and analyze information. (CLO 4)
	Design rich reports that help make your data meaningful. (CLO 5)
	Help prevent data corruption and unauthorized access. (CLO 6)
IST 268: Spreadsheet Applications	Interpret financial data. (CLO 1)
	Design formulas that solve math problems. (CLO 2)
	Show data in a meaningful way using charts, graphs, macros, and pivot tables. (CLO 3)
	Integrate Excel spreadsheets with other software applications and the Internet. (CLO 4)
IST 126: Word Processing Applications	Identify parts of the Word screen. (CLO 1)
	Apply paragraph formatting, set tables. (CLO 2)
	Use advanced editing to revise text. (CLO 3)
	Create, edit, and format tables. (CLO 4)
	Enhance document with special features, i.e., clipart, WordArt, and shapes. (CLO 5)
IST 297: Internship	Communicate in a business environment. (CLO 1)
	Demonstrate technological skills including operating systems, word processing, spreadsheets, database management, presentation software, email and the Internet as a research tool. (CLO 2)
	Manage files. (CLO 3)
	Employ technology to solve business problems. (CLO 4)

**Program Outcome 4:
Employ technology to solve business problems.**

Course	Course Learning Outcome (CLO)
IST 148: Office Procedures	Locate and understand common skill sets found in the office environment. (CLO 3)
	Employ effective personal and interpersonal skills in various business situations. (CLO 4)
BMGT 235: Customer Service Management	Develop a heightened awareness of the challenges and opportunities in customer service. (CLO 1)
	Demonstrate techniques for exceeding expectations in value, information, convenience, and timing in order to create greater customer loyalty. (CLO 2)
	Show specific personal and communication behaviors that engage customers. (CLO 3)
BUAD 120: Introduction to Business	Recognize the roles of the four functions of management. (CLO 1)
	Identify the types of business ownership. (CLO 2)
	Interpret good business ethics and socially responsible business practice. (CLO 3)
	Recognize the importance of creating a flexible organization through proper implementation of human resource management. (CLO 4)
	Describe how the use of marketing develops customer relationships. (CLO 5)

Program Outcome 4 (continued)

IST 269: Database Applications	Build a database from scratch or from templates. (CLO 1)
	Exchange data with other databases and Microsoft Office documents. (CLO 2)
	Create forms to simplify data entry. (CLO 3)
	Use filters and queries to find and analyze information. (CLO 4)
	Design rich reports that help make your data meaningful. (CLO 5)
	Help prevent data corruption and unauthorized access. (CLO 6)
IST 268: Spreadsheet Applications	Interpret financial data. (CLO 1)
	Design formulas that solve math problems. (CLO 2)
	Show data in a meaningful way using charts, graphs, macros, and pivot tables. (CLO 3)
	Integrate Excel spreadsheets with other software applications and the Internet. (CLO 4)
IST 126: Word Processing Applications	Identify parts of the Word screen. (CLO 1)
	Apply paragraph formatting, set tables. (CLO 2)
	Use advanced editing to revise text. (CLO 3)
	Create, edit, and format tables. (CLO 4)
	Enhance document with special features, i.e., clipart, WordArt, and shapes. (CLO 5)
IST 297: Internship	Communicate in a business environment. (CLO 1)
	Demonstrate technological skills including operating systems, word processing, spreadsheets, database management, presentation software, email and the Internet as a research tool. (CLO 2)
	Manage files. (CLO 3)
	Employ technology to solve business problems. (CLO 4)

Program Outcome 5:

Display professional readiness including time management, organizational, confidentiality, teamwork and decision-making skills.

Course	Course Learning Outcome (CLO)
BUED 203: Business Communications	Practice the ability to select, organize, and effectively deliver information in a businesslike manner. (CLO 2)
	Demonstrate ability to contribute to team performance, plan and participate in productive meetings, and use collaborative technologies. (CLO 3)
IST 148: Office Procedures	Employ effective personal and interpersonal skills in various business situations. (CLO 4)
	Exercise efficient time management techniques. (CLO 5)
	Facilitate teamwork in a diverse office environment. (CLO 6)
IST 297: Internship	Communicate in a business environment. (CLO 1)
	Demonstrate technological skills including operating systems, word processing, spreadsheets, database management, presentation software, email and the Internet as a research tool. (CLO 2)
	Manage files. (CLO 3)
	Employ technology to solve business problems. (CLO 4)

**Program Outcome 6:
Use CPT and ICD-CM coding systems.**

Course	Course Learning Outcome (CLO)
IST 225: Medical Billing and Coding I	Use CPT and ICD-CM coding systems (CLO 1)
IST 275: Advanced Billing and Coding	Complete health insurance claim forms. (CLO 2)

**Program Outcome 7:
Complete health insurance claim forms.**

Course	Course Learning Outcome (CLO)
IST 225: Medical Billing and Coding I	Use CPT and ICD-CM coding systems (CLO 1)
IST 275: Advanced Billing and Coding	Complete health insurance claim forms (CLO 2)

Introduction

This report is the program level student learning outcomes for the AAS in Medical Billing and Coding Program. The data and information have been collected and analyzed from the Fall 2018 and Spring 2019 semesters. Artifacts collected came from the following courses: BUED 203 Business Communications; IST 225 Medical and Billing and Coding I; IST 269 Database Applications; IST 126 Word Processing; IST 268 Spreadsheet Applications; IST 275 Advanced Billing and Coding; and IST 297 Internship Project. Data has been assessed, observed, and researched to the Medical Billing and Coding program (AAS) course mapping plans and further to the individual rubrics used within each course where information was collected. There was one minor curriculum change for the 2018-2019 Program SLO Report. The new CORE 42 requirements for 25 percent of courses to be general education within the program were implemented.

**Program Outcome #1 Rubric
Communicate in a Business Environment.**

Criteria	No Evidence	Novice	Competent	Mastery
Report Format and Organization	Sections are poorly organized, and some are missing. A few formatting errors exist.	All required sections are included but one or two are poorly organized. One formatting error exists.	All required sections are included but one needs to be organized better. No formatting errors exist.	All required sections are included, and each is effectively organized. No formatting errors exist.
Introduction	Does not provide adequate background and does not convey purpose or report's form.	Introductory information is adequate but needs development and clarity.	Introductory information is clear and professionally developed.	Introduction is excellent: it's clear, engaging, and thorough.
Methodology	Does not explain data or collection methods; data analysis methods are unclear.	Explains data and collection methods, but explanations need development or clarity. Reader will have some questions.	Data and collection methods are explained clearly and developed well. Reader will generally be satisfied.	Data and collection methods are explained and developed exceptionally well. Reader questions are anticipated and answered.
Data Analysis and Results	Data is not relevant for purpose; presentation and interpretation of results are inaccurate.	Data is relevant but presentation and interpretation of results need work.	Data is appropriate and relevant; presentation and analysis of data is good.	Data is appropriate and very relevant; presentation and analysis of data are professional, thorough, engaging, and sophisticated.
Conclusions and Recommendations	Both are unclear and not connected to the report's data.	One is relevant and adequate, but the other is not pertinent, realistic, or detailed.	Conclusions and recommendations are pertinent, realistic, evidence-based, and detailed.	Conclusions and recommendations are excellent.
Research and Documentation	Found information is not documented correctly. Errors exist with signal phrases, citations, and References. Found information is not introduced or analyzed adequately.	Some documentation errors exist but student generally understands how to use signal phrases; cite sources; compile a References page; and in general, introduce and analyze found information.	Minimal documentation errors exist; student understands how to use signal phrases; cite sources; compile a References page; and in general, introduce and analyze found information.	Report contains no errors in documentation (including citations, signal phrases, or References). Student introduces and analyzes found information in a professional manner.
Grammar, Mechanics, and Sentences	Numerous grammatical, punctuation, spelling, and sentence errors exist and impede meaning.	Some grammatical, punctuation, spelling, and sentence errors exist but generally don't impede meaning.	Few grammatical, punctuation, spelling, and sentence errors exist and don't impede meaning.	No grammatical, punctuation, spelling, and sentence errors exist.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
BUED 203	Business Communication	2	15	Sections 1 Students 13	Sections 1 Students 2	Sections 0 Students 0	FT: 1 PT: 0	No

Course being reported: BUED 203 Business Communication

	No Evidence	Novice	Competent	Mastery	Total # of Students
Report Format and Organization	1	2	8	4	15
Executive Summary	0	3	8	4	15
Introduction	0	2	8	5	15
Methodology	1	1	7	6	15
Data Analysis and Results	1	1	7	6	15
Conclusions and Recommendations	0	2	9	4	15
Research and Documentation	1	2	5	7	15
Grammar, Mechanics, and Sentences	1	4	6	4	15

Assessment Result

A business report assignment is used to assess this outcome in two BUED 203 sections. Students were given the rubric and specific instructions to create a business report. Students are understanding the assignment and understanding how important writing skill are. For report format and organization, 50 percent of the students scored in the Competent; 27 percent of the students score in the Mastery; and 2 percent scored in the Novice and No Evident.

Analysis

This year students scored higher in the following outcomes than last year: Report Format and Organization; Executive Summary; Introduction; Methodology; Data Analysis and Results; Conclusions and Recommendations; Research and Documentation; and Grammar, Mechanics, and Sentences. A total of 20 - 33 percent of the students fell in no evidence and novice; however, 60 to 26 percent of the students fell in competent and mastery. Students are learning written communication skills. Effective communication is a vital tool for any employee. A person's success at getting his or her point across can be the difference between sealing a deal and missing out on a potential opportunity. One should be able to clearly explain company policies to customers and clients and answer their questions about products or services. It is crucial to communicate effectively in negotiations to ensure achieving goals.

Communication is also important within the business. Effective communication can help to foster a good working relationship between supervisors and coworkers, which can in turn improve morale and efficiency.

Use of Results for Improvement

More emphasis will be put on demonstrating skill in composing and formatting professional e-mail messages, memos, letters, and informal reports that deliver positive, negative, persuasive, and marketing messages effectively and demonstrating skill in composing and writing well-researched proposals and formal reports that illustrate effective use of online information sources and appropriate documentation formats.

Program Outcome #2 Rubric

Demonstrate technological skills including operating systems, word processing, spreadsheets, database management, presentation software, email and the Internet as a research tool.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
IST 269	Database Applications	1	19	Sections 0 Students 0	Sections 1 Students 19	Sections 0 Students 0	FT: 1 PT: 0	Yes
IST 268	Spreadsheet Applications	2	37	Sections 0 Students 0	Sections 2 Students 37	Sections 0 Students 0	FT: 1 PT: 0	Yes
IST 126	Word Processing Applications	2	16	Sections 0 Students 0	Sections 2 Students 16	Sections 0 Students 0	FT: 1 PT: 0	Yes

	No Evidence	Novice	Competent	Mastery	Total # of Students
Utilizes operating system software and data management skills.	12	11	11	38	72
Demonstrate an understanding of the ethical use of technological tools.	12	10	13	37	72
Utilizes software (word processing, presentation, and/or application specific to guideline)	12	9	13	38	72

IST 126 (TOTAL)	No Evidence	Novice	Competent	Mastery	Total # of Students
Utilizes operating system software and data management skills.	0	5	1	10	16
Demonstrate an understanding of the ethical use of technological tools.	0	5	1	10	16
Utilizes software (word processing, presentation, and/or application specific to guideline)	0	5	1	10	16

IST 268 (TOTAL)	No Evidence	Novice	Competent	Mastery	Total # of Students
Utilizes operating system software and data management skills.	11	6	6	14	37
Demonstrate an understanding of the ethical use of technological tools.	11	4	8	14	37
Utilizes software (word processing, presentation, and/or application specific to guideline)	11	4	8	14	37

IST269 Spring 2019	No Evidence	Novice	Competent	Mastery	Total # of Students
Utilizes operating system software and data management skills.	1	0	4	14	19
Demonstrate an understanding of the ethical use of technological tools.	1	1	4	13	19
Utilizes software (word processing, presentation, and/or application specific to guideline)	1	0	4	14	19

Course being reported: IST 126 Word Processing Applications (Fall 2018)

F2F	No Evidence	Novice	Competent	Mastery
Utilizes operating system software and data management skills.	0	4	4	4
Demonstrate an understanding of the ethical use of technological tools.	0	4	4	4
Utilizes software (word processing, presentation, and/or application specific to guideline)	0	4	4	4

Course being reported: IST 126 Word Processing Applications (Spring 2018)

F2F	No Evidence	Novice	Competent	Mastery
Utilizes operating system software and data management skills.	0	3	3	3
Demonstrate an understanding of the ethical use of technological tools.	0	3	3	3
Utilizes software (word processing, presentation, and/or application specific to guideline)	0	3	3	3

Course being reported: IST 268 Spreadsheet Applications

F2F	No Evidence	Novice	Competent	Mastery
Utilizes operating system software and data management skills.	0	1	2	7
Demonstrate an understanding of the ethical use of technological tools.	0	1	2	7
Utilizes software (word processing, presentation, and/or application specific to guideline)	0	1	2	7

Course being reported: IST 269 Database Applications

F2F	No Evidence	Novice	Competent	Mastery
Utilizes operating system software and data management skills.	3	1	6	3
Demonstrate an understanding of the ethical use of technological tools.	3	1	6	3
Utilizes software (word processing, presentation, and/or application specific to guideline)	2	1	6	4

Assessment Result

Three advanced computer classes are used for this outcome. These computer classes are IST126 Word Processing, IST268 Spreadsheet Applications, and IST269 Database Applications. In all three classes most students scored in the competent or higher range of the rubric. This tells us that our students are obtaining technological skills that they will be able to use in the workplace. In IST126 Word Processing 69 percent of the students scored in the competent and higher categories. It was observed that 31 percent scored in the novice category. In IST268, 38 percent of the students scored in the mastery category; 16 to 22 percent of the students scored in the competent category. A total of 60 percent of the students scored over the competent category. A total of 11 to 16 percent of the students scored in the novice category, and 30 percent scored in no evidence category. In IST269 Database Applications 68 to 74 percent of the students scored in the mastery category; 21 percent of the students scored in the competent category. A total of 95 percent scored in the competent and higher categories. Five percent scored in the novice and no evidence category.

MOS Certification Exam Results

In Fall 2018, the Word Microsoft Office Specialist (MOS) certification exam was administered for IST126. The industry recognized credentials serve two purposes: 1) program assessment and 2) student recognition for knowledge gained from this course. In FY19, there were 18 students that took the Word MOS certification exam – 12 students passed the exam and 6 students failed the exam. Students that performed poorly on the exam also performed poorly in the course. The 6 students that failed the exam either

skipped assignments or scored poorly on the assignments completed. For IST268, 10 students passed the Excel Microsoft Office Specialist certification exam and 22 failed it. For IST269, 4 students passed the Access Microsoft Office Specialist certification exam and 15 failed it. More students passed the exams this year than last year. MOS Certification Exam review materials were purchased; students were given the specific objectives for the MOS Certification Exams, as well as review material.

The review materials divide exam coverage into chapters representing groups of core, related skill sets that correspond to MOS exam objectives. Students received full objective-by-objective review and detailed procedures to help build the skills measured by the exam. MOS: Microsoft Office Specialist: Demonstrates that a person passing the certification exam has the skills needed to get the most out of Office by earning a Microsoft Office Specialist (MOS) certification in a specific Office program (Word, Excel, Access, PowerPoint). Holding a MOS certification can earn an entry-level business employee more in annual salary than uncertified peers.

MOS Certification Exam Results:

Many students did not pass the certification exam; however, many scores are very close to the 700-passing score. These exams are very stringent; I feel if a student received a score of 500 or higher, he or she knows the application well, and with additional effort I believe students would be able to pass the exam with 700 or higher on the next attempt. Also, when students retook the exam, all students received a higher score than their first attempt.

More students passed the exams this year than last year. MOS Certification Exam review materials were purchased. The review materials divide exam coverage into chapters representing groups of core, related skill sets that correspond to MOS exam objectives. Students received full objective-by-objective review and detailed procedures to help build the skills measured by the exam.

The Fall 2018 and Spring 2019 student exam results are as follows:

- Excel MOS Exam results: 10 passed; 23 failed
- Word MOS Exam results: 12 passed; 6 failed
- Access MOS Exam results: 4 passed; 15 failed

Analysis

The three courses being assessed in this student learning outcomes report for program outcome #2 - IST126, IST268, and IST269. The majority of students scored in the competent or higher range of the rubric. Also, the scores for these three classes are higher than last year's scores for these three classes. This year's scores are in the competent and mastery categories. Last year's scores were in the novice category.

This tells us that our students are obtaining technological skills that they will be able to use in the workplace.

Use of Results for Improvement

The instructors will take more time to discuss the learning objectives needed for the foundation of each of the application classes for this outcome and relate these objectives

to the relevance of the course. If the basic learning objectives are comprehended, students will be more successful in mastering the outcomes for the course.

MOS certification exam study guides will be provided to students so they can prepare for the exams. Many students are still not prepared to pass the MOS Certification Exam, as seen in the exam results above. These study guides will be used in hopes of preparing students more for the MOS Certification Exams.

Program Outcome #3

Manage files.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
IST 269	Database Applications	1	19	Sections 0 Students 0	Sections 1 Students 19	Sections 0 Students 0	FT: 1 PT: 0	Yes
IST 269	Word Processing Applications	2	16	Sections 0 Students 0	Sections 2 Students 16	Sections 0 Students 0	FT: 1 PT: 0	Yes

Program Outcome #3	No Evidence	Novice	Competent	Mastery	Total # of Students
Maintain all files on local hard drive. Put all data files in a single level directory or one folder. Do not use different versions of files.	1	8	5	21	35
Backup data sporadically to a backup media (CD, disk, etc.) or server. Differentiate between files and directories. Use folders or directories with meaningful names to store related files.	1	8	5	21	35
Apply appropriate file and disk management techniques (e.g., defragment and rearrange files, reinstall backup data). Determine file organization (e.g., use appropriate directory structures and names).	1	7	5	22	35
Demonstrate knowledge of the system utilities used for file management (e.g., change protection modes, rename, delete).	1	7	5	22	35

Course being reported: IST 126 Word Processing Applications

ONLINE	No Evidence	Novice	Competent	Mastery	Total # of Students
Maintain all files on local hard drive. Put all data files in a single level directory or one folder. Do not use different versions of files.	0	5	1	10	16
Backup data sporadically to a backup media (CD, disk, etc.) or server. Differentiate between files and directories. Use folders or directories with meaningful names to store related files.	0	5	1	10	16
Apply appropriate file and disk management techniques (e.g., defragment and rearrange files, reinstall backup data). Determine file organization (e.g., use appropriate directory structures and names).	0	5	1	10	16
Demonstrate knowledge of the system utilities used for file management (e.g., change protection modes, rename, delete).	0	5	1	10	16

Course being reported: IST 269 Database Applications

F2F	No Evidence	Novice	Competent	Mastery	Total # of Students
Maintain all files on local hard drive. Put all data files in a single level directory or one folder. Do not use different versions of files.	1	3	4	11	19
Backup data sporadically to a backup media (CD, disk, etc.) or server. Differentiate between files and directories* Use folders or directories with meaningful names to store related files.	1	3	4	11	19
Apply appropriate file and disk management techniques* (e.g., defragment and rearrange files, reinstall backup data) Determine file organization* (e.g., use appropriate directory structures and names).	1	2	4	12	19
Demonstrate knowledge of the system utilities used for file management* (e.g., change protection modes, rename, delete).	1	2	4	12	19

Assessment Result

Two advanced computer classes are used for this this outcome – IST126 Word Processing and IST269 Database Applications. Manage file is the outcome. In IST126 Word Processing 63 percent of the students scored in the mastery category; 6 percent of the students scored in the competent category; 31 percent of the students scored in the novice category; and 0 percent scored in the no evidence category. In IST269 Database Applications 63 – 69 percent of the students scored in the mastery category; 21 percent of the students scored in the competent category; 11 – 16 percent of the students scored in the novice category; and 5 percent of the students scored in the no

evidence category. This outcome shows that in both courses many students scored in the competent and mastery category. IST126 Word Processing and IST269 Database Applications classes are teaching students to manage computer files. Total scores are higher this year.

Analysis

It is important to understand and have the knowledge to manage files in order to successfully organize and find the files students work on their computers. Students scored above average on all outcomes. Two advanced computer classes are used for this this outcome – IST126 Word Processing and IST269 Database Applications. More students scored in the competent range or above this year as opposed to last year.

Use of Results for Improvement

A majority of students scored in the competent and mastery categories. No changes will be made at this time.

Program Outcome #4

Employ technology to solve business problems.

This outcome was not assessed. The class that was used before is no longer offered in the program. The new course in the program was not offered in the Fall 2018 or Spring 2019 semester.

Program Outcome #5 Rubric

Confidential Employer Evaluation Form

Student _____ Date _____

Employer _____

Instructions for Completion: Please rate the student on each of the items listed by checking the appropriate box. We ask each employer to complete this form as part of the student's training evaluation process.

Program Outcome #3	No Evidence	Novice	Competent	Mastery
SKILLS/ KNOWLEDGE	Work was done in a careless manner and was of erratic quality; work assignments were usually late and required review; made numerous errors	With a few minor exceptions, adequately performed most work requirements; most work assignments submitted in a timely manner; made occasional errors	Accurately performed all work requirements; submitted all work assignments on time; made very few errors	Thoroughly and accurately performed all work requirements; submitted all work assignments on time; made no errors
SELF- MANAGEMENT	Asked few if any questions and rarely sought out additional information from appropriate sources; was unable or slow to understand new concepts, ideas, and work assignments; was unable or unwilling to recognize mistakes and was not receptive to making needed changes and improvements.	Asked some relevant questions and sought out additional information from appropriate sources but not every time needed; exhibited understanding of new concepts, ideas, and work assignments; was at times willing to take responsibility for mistakes and to make needed changes and improvements	In most cases, asked relevant questions and sought out additional information from appropriate sources; exhibited acceptable understanding of new concepts, ideas, and work assignments; was usually willing to take responsibility for mistakes and to make needed changes and improvements	Consistently asked relevant questions and sought out additional information from appropriate sources; very quickly understood new concepts, ideas, and work assignments; was always willing to take responsibility for mistakes and to make needed changes and improvements.
DEPENDABILITY	Was generally unreliable in completing work assignments; did not follow instructions and procedures promptly or accurately; was careless, and work needed constant follow-up; required close supervision.	Was generally reliable in completing tasks; at times followed instructions and procedures; was at times attentive to detail, but work had to be reviewed occasionally; functioned with only moderate supervision	Was reliable in completing tasks; normally followed instructions and procedures; was usually attentive to detail, but work had to be reviewed occasionally; functioned with only moderate supervision	Was consistently reliable in completing work assignments; always followed instructions and procedures well; was careful and extremely attentive to detail; required no supervision
ATTITUDE	Regularly exhibited a negative attitude; was dishonest and/or showed a lack of integrity on several occasions; was unable to recognize and/or was insensitive to ethical and diversity issues; displayed significant lapses in ethical and professional behavior.	Demonstrated negative and positive attitudes; mainly exhibited honesty and integrity in the workplace; at times was aware of and sensitive to ethical and diversity issues on the job; at times behaved in an ethical and professional manner.	Demonstrated a positive attitude; regularly exhibited honesty and integrity in the workplace; was usually aware of and sensitive to ethical and diversity issues on the job; normally behaved in an ethical and professional manner.	Demonstrated an exceptionally positive attitude; consistently exhibited honesty and integrity in the workplace; was keenly aware of and deeply sensitive to ethical and diversity issues on the job; always behaved in an ethical and professional manner
COMMUNICATION	Fails to communicate with others in a diverse environment.	Communicates with others in a diverse environments, but fails to communicate effectively with others.	Communicates effectively with others in diverse environments.	Communicates effectively with others in diverse environments using both verbal and nonverbal communication.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
IST 297	Internship	2	10	Sections:2 Students:10	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 0	Yes

Course being reported: IST Internship

Program Outcome	No Evidence	Novice	Competent	Mastery	Total # of Students
Skills/Knowledge	0	0	4	6	10
Self-Management	0	0	3	7	10
Dependability	0	0	3	7	10
Attitude	0	0	2	8	10
Communication	0	0	5	5	10

Assessment Result

IST 297 Internship Project course is used for this outcome. The outcome gives results of students applying professional readiness. Fifty to 80 percent of the students scored in the mastery category; 20 to 50 percent of the students scored in the competent category. No students scored in the novice and no evidence category. Students scored 100 percent in competent or higher in this outcome.

Analysis

The competent category level of skill shows students are able to complete tasks well with very little supervision; the mastery category level of skill shows students are able to perform tasks well enough without supervision. Students are learning the skills needed to become employed and stay employed.

Use of Results for Improvement

No improvements will be made at this time since 100 percent of students scored in competent and mastery.

Program Outcome #6 Rubric

Use CPT and ICD – CM coding systems.

Criteria	No Evidence	Novice	Competent	Mastery
ICD-9 CM and ICD-10 CM	Poor knowledge of coding organization. Does not know how to locate a code in the right category of the specific chapter and demonstrated level less than 60%.	Fair knowledge of the book sections. Has difficulty locating a code in the right category of the specific chapter and demonstrated 70% level.	Good knowledge of the book sections. Knows how to locate a code in the right category of the specific chapter and demonstrated 80% level.	Excellent knowledge of the book sections. Knows how to locate a code in the right category of the specific chapter and demonstrated 90% level.
CPT	Poor knowledge of coding organization. Does not know how to locate a code in the right category of the specific chapter and demonstrated level less than 60%.	Fair knowledge of the book sections. Has difficulty locating a code in the right category of the specific chapter and demonstrated 70% level.	Good knowledge of the book sections. Knows how to locate a code in the right category of the specific chapter and demonstrated 80% level.	Excellent knowledge of the book sections. Knows how to locate a code in the right category of the specific chapter and demonstrated 90% level.
MEDICAL TERMINOLOGY	Limited knowledge of medical terminology and demonstrated level less than 60%.	Fair knowledge of medical terminology and demonstrated 70% level.	Good knowledge of medical terminology and demonstrated 80% level.	Excellent knowledge of medical terminology and demonstrated 90% level.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
IST 225	Medical Billing & Coding I	1	4	Sections 1 Students 4	Sections 0 Students 0	Sections 0 Students 0	FT: 0 PT: 1	Yes

Course being reported: IST 225 Medical Billing & Coding I

Program Outcome #6	No Evidence	Novice	Competent	Mastery	Total # of Students
ICD-9-CM: knowledge of section, locate code.	0	0	1	3	4
CPT: knowledge of section locate code.	0	0	1	3	4
Medical Terminology: knowledge of terminology.	0	0	4	0	4

Assessment Result

Program Outcome #6: Use CPT and ICD – CM coding systems.

IST225 Medical Billing & Coding I is used for this outcome. For this report one section in the Fall 2018 was reported. There was a curriculum change a year ago to offer this course once a year in the fall semester. This outcome shows that all students scored competent or above. Students are learning medical coding and terminology skills. After completing this course, students have learned and have good knowledge on how to locate medical codes and apply the codes to the proper place. One difference from last

year's report is two objectives in the rubric assessing coding knowledge students' scores were higher this year. The medical terminology class will be evaluated to see what changes need to be made to improve students medical coding terminology.

Analysis

One objective in the rubric assessing terminology, students scored lower. A total of 100 percent of the students scored in the competent category; however, 75 percent of the students scored in the mastery category for both coding outcomes. Students are learning the coding systems and have a good knowledge of the coding systems that will help them become employable.

Use of Results for Improvement

No improvements will be made to the coding course at this time. However, the prerequisite course, IST149 Medical Terminology & Coding, will be reviewed to see if different tools and methods of learning can be used so students will know and understand medical terminology.

Program Outcome #7 Rubric

Complete health insurance claim forms.

Criteria	No Evidence	Novice	Competent	Mastery
ICD-9 CM and ICD-10 CM	Poor knowledge of coding organization. Does not know how to locate a code in the right category of the specific chapter and demonstrated level less than 60%.	Fair knowledge of the book sections. Has difficulty locating a code in the right category of the specific chapter and demonstrated 70% level.	Good knowledge of the book sections. Knows how to locate a code in the right category of the specific chapter and demonstrated 80% level.	Excellent knowledge of the book sections. Knows how to locate a code in the right category of the specific chapter and demonstrated 90% level.
CPT	Poor knowledge of coding organization. Does not know how to locate a code in the right category of the specific chapter and demonstrated level less than 60%.	Fair knowledge of the book sections. Has difficulty locating a code in the right category of the specific chapter and demonstrated 70% level.	Good knowledge of the book sections. Knows how to locate a code in the right category of the specific chapter and demonstrated 80% level.	Excellent knowledge of the book sections. Knows how to locate a code in the right category of the specific chapter and demonstrated 90% level.
HEALTH INSURANCE CLAIM FORMS	Poor knowledge of completing health insurance claims and demonstrated level less than 60%.	Fair knowledge of completing health insurance claims and demonstrated 70% level.	Good knowledge of completing health insurance claims and 80% level.	Excellent knowledge of completing health insurance claims.
MEDICAL TERMINOLOGY	Limited knowledge of medical terminology and demonstrated level less than 60%.	Fair knowledge of medical terminology and demonstrated 70% level.	Good knowledge of medical terminology and demonstrated 80% level.	Excellent knowledge of medical terminology and demonstrated 90% level.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
IST 275	Advanced Medical Billing & Coding	1	9	Sections 1 Students 9	Sections 0 Students 0	Sections 0 Students 0	FT: 0 PT: 1	Yes

Program Outcome #7	No Evidence	Novice	Competent	Mastery	Total # of Students
ICD-9-CM: Knowledge of book sections, how to locate codes in correct categories of specific chapters.	0	0	3	6	9
CPT: Knowledge of book sections, how to locate codes in correct categories of specific chapters.	0	0	2	7	9
Health Insurance Claim Forms: Knowledge of completing health insurance claims.	0	0	0	9	9
Medical Terminology: Knowledge of medical terminology.	0	0	1	8	9

Assessment Result

IST275 Advanced Medical Billing and Coding class is used for this outcome. All students scored in the competent or above category on this rubric; 100 percent of the students scored in competent and mastery. A total of 67 to 100 percent of the students scored in the mastery category. For the ICD9 outcome, 67 percent of the students scored in mastery, 33 percent scored in competent, and 0 percent scored in novice and no evidence; for the CPT outcome, 78 percent of the students scored in mastery, 22 percent scored in competent, and 0 percent scored in novice and no evidence; for the health insurance claim forms outcome, 100 percent of the students scored in mastery; and for the medical terminology outcome, 89 percent of the students scored in mastery, 11 percent scored in competent, and 0 percent scored in novice and no evidence. The average for all four objectives in the rubric were higher this year than last year's report.

Analysis

Students are continuing learning the medical codes and how to complete the health insurance forms with good knowledge of completing these forms so they are employable.

Use of Results for Improvement:

No changes will be made at this time.

What is the proposed timeline for the changes outlined above?

These changes will be made to begin Fall 2019.

Additional Summary Notes

Are there any anomalies in the results that were noticed?

No anomalies observed.

Did the data that you collected and organized provide enough detailed information for the program faculty to make changes or to be confident that no changes were needed?

The Medical Billing & Coding program was previously an option under the Office Administration Program. In 2017 changes were made for Medical Billing & Coding to become its own program. Additional program outcomes were added to differentiate the two program. The Medical Billing & Coding Advisory Committee has approved this change; however, the program outcome changes have not been presented to the College Curriculum Committee.

Were there any patterns in the data observed?

No new patterns were observed.

Student Learning Outcomes (SLO)

Report Addendum

Program Name: Medical Billing and Coding

Describe any changes (Curriculum, QM, modality, textbook, learning resources, etc.) made to your program in any previous year(s) that may have caused the (positive or negative) outcomes results in the 2018-19 SLO report. (Use as many pages as necessary to describe.)

Medical Billing and Coding is now its own program. Also, changes were made to the Medical Billing & Coding Short-Term Certificate. It was previously 18 credit hours. This certificate was discussed with the instructors and the advisory committee. It was changed to a one-year certificate to help students become more employable. Students who want to complete the one-year medical billing & coding certificate may do so and have all of the skills to complete the national certification exam and to become employable. However, the advantages to an associate's degree over a one-year certificate are college credits are more likely to transfer to a bachelor's degree program or other higher education if student has plans to continue education; employers may view student as a more well-rounded and educated candidate for employment; student may receive a slightly higher starting salary or be eligible for advanced employment; or student may be more likely to land a job in specialty medical billing and coding field as these jobs can require a higher knowledge base.

One curriculum change made this year to the program was for the new CORE 42 requirements for 25 percent of courses to be general education within the program were implemented. For this curriculum change MATH103/153 Intermediate Algebra was replaced with MATH161 College Mathematics or MATH163 College Algebra for Calculus. Also, SCOM110 Public Speaking is the required communication class instead of giving students a choice of SCOM Public Speaking, SCOM101 Human Communication, or SCOM125 Communication in the Workplace. These changes did not affect the core medical billing and coding courses or the program student learning outcomes for the Medical Billing and Coding Program.

BUED103 Business English changed to a Fall semester only class; IST148 Office Procedures changed to a Spring semester only class; IST225 Medical Billing & Coding I class changed to a Fall semester only class; IST275 Advanced Medical Billing & Coding changed to a Spring semester only class. Numbers are low in the program; these changes were made so the classes would make during the semester they are being offered.

Since the MOS Certification exam was added to the three advanced computer classes, this gives students and professionals real-world exercises to appraise their understanding of Microsoft Office. The Microsoft Office Specialist Program provides industry-leading assessments of skills and knowledge through the classes and the exams.

Explain how the data points align and impact the student learning outcomes or program outputs for each of the changes listed above in section (1.). (*Output data do not directly and specifically measure changes in student learning. Output data are the indirect results of program activities and are measured by enrollment, retention rate, graduation data, and external exam pass rates, etc.*)

Our Medical Billing and Coding Program is preparing students to becoming employed as medical billers and/or coders. Students mostly scored in the competent and mastery categories in the core medical billing and coding courses.

Overall scores for the advanced-level computer courses are in the competent and mastery categories.



THREE RIVERS COLLEGE

Nursing AAS

Program Level SLO Report

Dr. Staci Foster – Program Manager

2018-19

Program Purpose Statement

The purpose of this nursing program is to prepare students to achieve an Associate of Applied Science degree, to apply for licensure by examination as a registered nurse, and to use the nursing process in providing safe and effective nursing care for clients in structured primary or secondary care settings.

Program Outcomes

1. Develop personal responsibility for professionalism, education, and scope of practice.
2. Choose effective communication strategies while collaborating with patients, significant support person, and interdisciplinary members of the healthcare team.
3. Evaluate critical thinking and clinical decision making to provide safe, patient-centered care.
4. Apply evidence-based practice while recognizing the role of quality improvement in the healthcare system.
5. Select appropriate information and technology in the management of patient care.
6. *Note: Outcome #5 is not assessed separately as it is integrated into the other four outcomes.

Curriculum Mapping

Three Rivers College Program Managers review their program curriculum to align instruction to programmatic outcomes. The exercise of curricular mapping allows Program Managers to evaluate the curriculum in a broader perspective to develop and implement an assessment plan for the program, reveal any gaps in the curriculum, and identify areas where improvement interventions can be implemented. This curriculum mapping also provides the faculty improved communication amongst program faculty and students. The subsequent curriculum maps are arranged by program outcome to correspond with the Student Learning Outcomes provided within this report for the 2018-19 academic year.

Nursing: Program Outcomes Mapping

Program Outcome 1: Develop personal responsibility for professionalism, education, and scope of practice	
Course	Course Learning Outcome (CLO)
NURS 108: LPN-RN Bridge	Compare the professional nurse and the licensed practical nurse (LPN) scopes of practice. (CLO 1)
NURS 109: Critical Thinking in Nursing	Use critical thinking skills necessary for effective prioritization and delegation. (CLO 1)
	Demonstrate how critical thinking, ethics, collaborations, and the use of evidence-based practice supports the growth of the professional nurse. (CLO 2)
NURS 116: Foundations in Nursing	Practice personal responsibility related to healthcare law. (CLO 1)
NURS 239: Clinical Preceptor	Organize prioritization of care to a variety of patients while maintaining a safe and effective healthcare environment. (CLO 1)
NURS 245: Transition into Professional Nursing	Prepare for the role of a professional nurse as a leader in the healthcare system. (CLO 1)
	Formulate an individualized plan to address required areas of improvement for success on the NCLEX-RN. (CLO 2)

Program Outcome 2: Choose effective communication strategies while collaborating with patients, significant support person, and interdisciplinary members of the healthcare team.	
Course	Course Learning Outcome (CLO)
NURS 108: LPN-RN Bridge	Apply effective communication skills to relate to the patient and other members of the health care team. (CLO 2)
NURS 116: Foundations of Nursing	Recognize the nurse's role in providing culturally competent care to the patient and significant support person. (CLO 2)
	Explain health promotion strategies while educating the patient and significant support persons on the importance of adherence. (CLO 3)
	Apply effective communication skills in the healthcare setting. (CLO 4)
NURS 128: Mental Health Nursing	Utilize therapeutic verbal and non-verbal communication to interact with individuals and groups of clients with mental disorders. (CLO 1)
	Explain the role of interdisciplinary healthcare team in providing care for clients with mental disorders. (CLO 2)
NURS 129: Medical-Surgical Nursing I	Recognize various roles within the healthcare team. (CLO 1)

Program Outcome 2 (Continued)

NURS 218: Maternal Child Health Nursing	Apply the nursing process to variances in sexuality, family dynamics, and reproduction. (CLO 1)
NURS 2189: Medical-Surgical II Nursing	Practice in the role of a nurse as a member of the healthcare team. (CLO 1)
NURS 238: Medical Surgical III	Manage patient care as a member of the healthcare team. (CLO 1)
NURS 239: Clinical Preceptor	Choose effective communication strategies within the healthcare team to provide quality, patient-centered care. (CLO 2)

Program Outcome 3: Evaluate critical thinking and clinical decision making to provide safe, patient-centered care.

Course	Course Learning Outcome
NURS 108: LPN-RN Bridge	Utilize the nursing process with introductory medical surgical concepts. (CLO 3)
	Describe how critical thinking, ethics, collaboration, and the use of evidence-based practice supports the growth of the professional nurse. (CLO 4)
NURS 109: Critical Thinking in Nursing	Use critical thinking skills necessary for effective prioritization and delegation. (CLO 1)
	Discuss the application of the nursing process as it relates to clinical judgment. (CLO 3)
NURS 116: Foundations of Nursing	Recognize the nurse's role in providing culturally competent care to the patient and significant support person. (CLO 2)
	Identify interventions to promote safe, patient-centered care while focusing on sensory perception and functional ability. (CLO 5)
	Recognize populations at risk for health-care disparities. (CLO 6)
	Restate the basic principles of nutrition as it relates to nursing practice. (CLO 7)
NURS 128: Mental Health Nursing	Describe safe and effective nursing care of clients with mental disorders. (CLO 3)
NURS 129: Medical- Surgical Nursing I	Relate patient care to alterations in introductory medical surgical concepts. (CLO 2)
	Demonstrate introductory medical surgical knowledge and skills in the clinical setting. (CLO 3)
	Apply the nursing process to care for patients with alteration in introductory medical surgical concepts. (CLO 4)
	Relate previous conceptual knowledge to introductory medical surgical concepts. (CLO 5)
	Recognize the nurse's role in providing safe, individualized patient-centered care. (CLO 6)
NURS 135: Pharmacology in Nursing	Apply the nursing process to enhance safe medication administration. (CLO 1)
	Use pharmacology-based reference materials to enhance safe medication administration. (CLO 2)

Program Outcome 3 (Continued)

NURS 218: Maternal Child Health Nursing	Manage potential risks while providing safe patient care of maternal and pediatric clients. (CLO 2)
NURS 219: Medical- Surgical II Nursing	Relate patient care to alteration in advanced medical surgical concepts. (CLO 2)
	Demonstrate advanced medical surgical knowledge and skills in clinical decision-making. (CLO 3)
	Manage patient response to alterations in advanced medical surgical concepts. (CLO 4)
	Relate previous conceptual knowledge to advanced medical surgical concepts. (CLO 5)
	Analyze the nurse's role in providing safe, prioritized, patient-centered care within a team environment. (CLO 6)
NURS 238: Medical Surgical III	Relate patient care to alteration in advanced medical surgical concepts. (CLO 2)
	Demonstrate advanced medical surgical knowledge and skills in clinical decision-making. (CLO 3)
	Predict patient responses to alterations in advanced medical surgical concepts. (CLO 4)
	Relate previous conceptual knowledge to advanced medical surgical concepts. (CLO 5)
	Evaluate the nurse's role in providing safe, patient-centered care within a team environment. (CLO 6)
NURS 239: Clinical Preceptor	Organize prioritization of care to a variety of patients while maintaining a safe and effective healthcare environment. (CLO 1)
NURS 245: Transition into Professional Nursing	Evaluate nursing judgments in the clinical setting. (CLO 3)

Program Outcome 4:

Apply evidence-based practice while recognizing the role of quality improvement in the healthcare system.

Course	Course Learning Outcome (CLO)
NURS 108: LPN-RN Bridge	Describe how critical thinking, ethics, collaboration, and the use of evidence-based practice supports the growth of the professional nurse. (CLO 4)
NURS 109: Critical Thinking in Nursing	Demonstrate how critical thinking, ethics, collaborations, and the use of evidence-based practice supports the growth of the professional nurse. (CLO 2)
NURS 128: Mental Health Nursing	Use evidence-based interventions to promote health of clients with mental disorders. (CLO 4)
NURS 135: Pharmacology in Nursing	Recognize the pharmacotherapeutic effects of drug classifications. (CLO 3)
NURS 218: Maternal Child Health Nursing	Utilize evidence-based practice to educate the maternal and pediatric client. (CLO 3)

Program Outcome 4 (Continued)

NURS 239: Clinical Preceptor	Demonstrate competent, evidence-based clinical decision-making within the scope of practice for the professional nurse. (CLO 4)
NURS 245: Transition into Professional Nursing	Examine health care process to improve quality and safety in patient care. (CLO 4)

**Program Outcome 5:
Select appropriate information and technology in the management of patient care.**

Course	Course Learning Outcome (CLO)
NURS 109: Critical Thinking in Nursing	Explain how informatics and technology supports clinical judgment. (CLO 4)
NURS 135: Pharmacology in Nursing	Interpret laboratory values to determine effectiveness and safety of drug therapy. (CLO 4)
NURS 218: Maternal Child Health Nursing	Demonstrate knowledge of information and technology as it relates to the maternal and pediatric client. (CLO 4)
NURS 239: Clinical Preceptor	Select technology and informatics to promote patient-centered care. (CLO 5)

Program Outcome #1

Demonstrate knowledge of clinical decision making by providing safe, culturally competent caring nursing interventions to individuals, families, and communities.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
NURS 108	LPN-RN Bridge	3	32	Sections 3 Students 32	Sections 0 Students 0	Sections 0 Students 0	FT: 3 PT: 0	Y
NURS 129	Medical – Surgical Nursing I	2	46	Sections 2 Students 46	Sections 0 Students 0	Sections 0 Students 0	FT: 4 PT: 0	Y
NURS 245	Transition into Professional Nursing	3	62	Sections 3 Students 62	Sections 0 Students 0	Sections 0 Students 0	FT: 2 PT: 0	Y
NURS 238	Medical – Surgical III	3	61	Sections 3 Students 61	Sections 0 Students 0	Sections: 0 Students: 0	FT: 6 PT: 0	Y
NURS 218	Maternal Child Health Nursing	3	70	Sections 3 Students 70	Sections 0 Students 0	Sections 0 Students 0	FT: 3 PT: 0	Y

Artifacts:

- HESI Examination Data: standardized examinations specific to nursing programs. Category scores set based on recommendations from HESI after they conducted in-depth research.
 - NURS 108: Fundamentals Exam
 - NURS 129: Fundamentals Exam
 - NURS 245: Exit Exam
 - NURS 238: Medical Surgical Exam
 - NURS 218: Maternity Exam
- NCLEX-RN Data (from Mountain Measurement) (not available until May 2020)

Management of Care

Course	No Evidence 000-799	Novice 800-849	Competent 850-1000	Mastery >1000
NURS 129	10 (22%)	2 (4%)	11 (24%)	23 (50%)
NURS 238-MS	14 (23%)	3 (5%)	8 (13%)	37 (61%)
NURS 245	11 (18%)	5 (8%)	24 (39%)	22 (35%)
NURS 108	5 (15%)	3 (10%)	5 (15%)	19 (59%)
NURS 218 13 N/A (19%)	2 (3%)	0	0	55 (79%)

NCLEX-RN Categories

Course	No Evidence 0-30%	Novice 31-49%	Competent 50-65%	Mastery >65%
Management of Care				

This data is represented as a percentile rank on the Mountain Measurement report. According to the report, students scoring at the 50th percentile or higher are likely to pass the NCLEX-RN, the program used the 50th percentile as the cut-off mark for competency in each NCLEX-RN category

Assessment Result

Program Outcome #1: Demonstrate knowledge of clinical decision making by providing safe, culturally competent caring nursing interventions to individuals, families, and communities.

Analysis

Overall, the students' performance improved in Management of Care in 2018-2019 (78.7% benchmarking) compared to 2017-2018 (65% benchmarking). All of the data points show a similar percentage of students benchmarking (74% for NURS 129, 108, 238, and 245 and 79%

for NURS 218). In the NURS 245: Transition into Professional Practice, only 35% of the students scored in the Mastery category versus 39% in the competent category. The students take the Exit Examination in NURS 245 prior to graduating which provides the most comprehensive information on the students' performance.

As seen before, the students tend to dip lower in the earlier taught concepts (Management of Care) prior to graduation. Based on the trend, the program implemented faculty development training in October 2018 to focus on earlier taught concepts including elimination, mobility/immobility, and communication. The faculty development was implemented early in the 2018-2019 year which accounts for the 13% increase in students' performance in the Management of Care category.

Use of Results for Improvement

- Review of the NCLEX-RN test plan categories on the program's lesson plans for accuracy. The Nursing Resource Committee will review the lesson plans for consistency with the NCLEX-RN test plan.
- Incorporate the NCLEX-RN activity statements into the clinical environment. The faculty will place a focus on the NCLEX-RN test plan in the clinical environment. Previously, it has only been closely linked with the classroom portion of the program.
- The faculty will place an emphasis on the NCLEX-RN test plan in both the clinical and classroom environments.
- The faculty will begin incorporating NCLEX-RN style questions into the classroom environment. The goal is to assist students in mapping the exemplar that is not specific to our program back to a concept to answer the question. The intended result is to decrease student anxiety when they see a concept not covered by the curriculum on the NCLEX-RN Examination.

- Faculty will create a realistic testing environment similar to the NCLEX-RN with all proctored HESI examinations including a mock letter and screening process to enter the testing environment.
- Mandate all students take the HESI Version 1 and Version 2 Examinations. Currently, version 2 is voluntary for students. The intent is to increase exposure to NCLEX-RN style questions that has been linked to student success on the NCLEX-RN examination.
- Require a rationale review for all HESI proctored examinations for any student that scores less than 850. The student will be required to complete the rationale review prior to leaving the testing environment.
- A HESI Review assignment will be placed into NURS 219: Medical Surgical Nursing II that places an emphasis on the first HESI Examination in the curriculum, Fundamentals.
- HESI Workshop will be created to cover why HESI is important, how to review the rationale for missed answers, how to use the results for improving student learning, etc.
- Developed a HESI remediation form to be used by students in the Student Retention and Progression Plan.
- Faculty will pilot day one activities in NURS 219 (focus on lower-level concepts) and NURS 129 (focus on assessment) in fall 2019 with report back to the faculty.
- Faculty will review their cohort's scores on the HESI examination prior to starting the next course, i.e. NURS 219 faculty will review Fundamentals HESI examination results for their cohort prior to or at the start of NURS 219.
- Adding a component to the Test-Taking Workshop that discusses how to break down a program lesson plan including the NCLEX-RN Test Categories section.
- Collect data that focuses on students that score less than 650 on a HESI proctored examination while in the program. Consider placing them in the Student Retention and Progression Program after one HESI score less than 850 instead of the required two.

Pilot tutoring hours specific to HESI improvement. The faculty will find a time when more than one are staffed in the tutoring lab and set aside one faculty member to focus on HESI results with students.

Program Outcome #2

Choose effective communication strategies while collaborating with patients, significant support person, and interdisciplinary members of the healthcare team.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
NURS 108	LPN-RN Bridge	3	32	Sections 3 Students 32	Sections 0 Students 0	Sections 0 Students 0	FT: 3 PT: 0	Y
NURS 129	Medical – Surgical Nursing I	2	46	Sections 2 Students 46	Sections 0 Students 0	Sections 0 Students 0	FT: 4 PT: 0	Y
NURS 245	Transition into Professional Nursing	3	62	Sections 3 Students 62	Sections 0 Students 0	Sections 0 Students 0	FT: 2 PT: 0	Y
NURS 238	Medical – Surgical III	3	61	Sections 3 Students 61	Sections 0 Students 0	Sections 0 Students 0	FT: 6 PT: 0	Y
NURS 218	Maternal Child Health Nursing	3	70	Sections 3 Students 70	Sections 0 Students 0	Sections 0 Students 0	FT: 3 PT: 0	Y

Artifacts:

- HESI Examination Data: standardized examinations specific to nursing programs. Category scores set based on recommendations from HESI after they conducted in-depth research.
 - NURS 108: Fundamentals Exam
 - NURS 129: Fundamentals Exam
 - NURS 218: Maternity Exam
 - NURS 245: Exit Exam
 - NURS 238: Medical Surgical Exam
- NCLEX-RN Data (Mountain Measurement Report)

Health Promotion and Maintenance

Course	No Evidence 000-799	Novice 800-849	Competent 850-1000	Mastery >1000
NURS 129	7 (15%)	1 (2%)	3 (6%)	35 (76%)
NURS 218	16 (23%)	6 (9%)	25 (36%)	22 (31%)
NURS 238-MS	27 (44%)	0	8 (13%)	26 (43%)
NURS 245	9 (31%)	4 (6%)	13 (21%)	25 (40%)
NURS 108 1 N/A	12 (38%)	0	3 (10%)	16 (52%)

Psychosocial Integrity

Course	No Evidence 000-799	Novice 800-849	Competent 850-1000	Mastery >1000
NURS 129	18 (39%)	3 (7%)	6 (13%)	20 (43%)
NURS 218 8 N/A (18%)	6 (13%)	1 (2%)	2 (4%)	28 (62%)
NURS 238-MS 9 N/A (45%)	0	0	0	11 (55%)
NURS 245	11 (18%)	11 (18%)	11 (18%)	27 (43%)
NURS 108 12 N/A (38%)	4 (12%)	1 (3%)	0	15 (47%)

NCLEX-RN Categories

Course	No Evidence 0-30%	Novice 31-49%	Competent 50-65%	Mastery >65%
Health Promotion and Maintenance				
Psychosocial Integrity				

This data is represented as a percentile rank on the Mountain Measurement report. According to the report, students scoring at the 50th percentile or higher are likely to pass the NCLEX-RN, the program used the 50th percentile as the cut-off mark for competency in each NCLEX-RN category.

Assessment Result

Program Outcome #2:

Choose effective communication strategies while collaborating with patients, significant support person, and interdisciplinary members of the healthcare team.

Analysis

The Health Promotion and Maintenance category is one of the low performing categories for the program with 68.2% of student benchmarking. As seen with the category before, the students tend to perform higher in the earlier course in the program, i.e. NURS 129: Medical Surgical Nursing I (82% benchmarking) and decrease their performance by the end of the program, i.e. NURS 245: Transition into Professional Practice (61% benchmarking). Health Promotion and Maintenance was not a low-performing category in the 2017-2018 report

Based on review of the NCLEX-RN data from 2018, the Psychosocial Integrity category was found to be a low-performing category at 57%. Students that were unsuccessful on the NCLEX-RN all scored in the “below” passing category on the Psychosocial Integrity category as well. Based on the data in the 2017-2018 Student Learning Outcomes report, the program removed the stand-alone HESI Mental Health examination and included Haldol on the Mental Health Lesson 3.

The 2018-2019 data shows an increase in the Psychosocial Integrity category of 17%. The increase is promising, however, the 2018 Mountain Measurement data showed that Psychosocial Integrity was one of the low-performing categories at 57%, so the faculty determined to continue to focus on it during 2019-2020.

Use of Results for Improvement

- Psychosocial Integrity--Instructional method: be sure to incorporate therapeutic communication throughout the program. Provide exposure and experiences that relate to Psychosocial Integrity in every lecture.
- Review of the NCLEX-RN test plan categories on the program's lesson plans for accuracy. The Nursing Resource Committee will review the lesson plans for consistency with the NCLEX-RN test plan.
- Incorporate the NCLEX-RN activity statements into the clinical environment. The faculty will place a focus on the NCLEX-RN test plan in the clinical environment. Previously, it has only been closely linked with the classroom portion of the program.
- The faculty will place an emphasis on the NCLEX-RN test plan in both the clinical and classroom environments.
- The faculty will begin incorporating NCLEX-RN style questions into the classroom environment. The goal is to assist students in mapping the exemplar that is not specific to our program back to a concept to answer the question. The intended result is to decrease student anxiety when they see a concept not covered by the curriculum on the NCLEX-RN Examination.
- Faculty will create a realistic testing environment similar to the NCLEX-RN with all proctored HESI examinations including a mock letter and screening process to enter the testing environment.
- Mandate all students take the HESI Version 1 and Version 2 Examinations. Currently, version 2 is voluntary for students. The intent is to increase exposure to NCLEX-RN style questions that has been linked to student success on the NCLEX-RN examination.

- Require a rationale review for all HESI proctored examinations for any student that scores less than 850. The student will be required to complete the rationale review prior to leaving the testing environment.
- A HESI Review assignment will be placed into NURS 219: Medical Surgical Nursing II that places an emphasis on the first HESI Examination in the curriculum, Fundamentals.
- HESI Workshop will be created to cover why HESI is important, how to review the rationale for missed answers, how to use the results for improving student learning, etc.
- Developed a HESI remediation form to be used by students in the Student Retention and Progression Plan.
- Faculty will pilot day one activities in NURS 219 (focus on lower-level concepts) and NURS 129 (focus on assessment) in fall 2019 with report back to the faculty.
- Faculty will review their cohort's scores on the HESI examination prior to starting the next course, i.e. NURS 219 faculty will review Fundamentals HESI examination results for their cohort prior to or at the start of NURS 219.
- Adding a component to the Test-Taking Workshop that discusses how to break down a program lesson plan including the NCLEX-RN Test Categories section.

Collect data that focuses on students that score less than 650 on a HESI proctored examination while in the program. Consider placing them in the Student Retention and Progression Program after one HESI score less than 850 instead of the required two.

Pilot tutoring hours specific to HESI improvement. The faculty will find a time when more than one are staffed in the tutoring lab and set aside one faculty member to focus on HESI results with students.

Program Outcome #3

Evaluate critical thinking and clinical decision making to provide safe, patient-centered care.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
NURS 108	LPN-RN Bridge	3	32	Sections 3 Students 32	Sections 0 Students 0	Sections 0 Students 0	FT: 3 PT: 0	Y
NURS 129	Medical – Surgical Nursing I	2	46	Sections 2 Students 46	Sections 0 Students 0	Sections 0 Students 0	FT: 4 PT: 0	Y
NURS 218	Maternal Child Health Nursing	3	70	Sections 3 Students 70	Sections 0 Students 0	Sections 0 Students 0	FT: 3 PT: 0	Y
NURS 245	Transition into Professional Nursing	3	62	Sections 3 Students 62	Sections 0 Students 0	Sections 0 Students 0	FT: 2 PT: 0	Y
NURS 238	Medical – Surgical III	3	61	Sections 3 Students 61	Sections 0 Students 0	Sections 0 Students 0	FT: 6 PT: 0	Y
NURS 219	Medical Surgical II	3	73	Sections 3 Students 73	Sections 0 Students 0	Sections 0 Students 0	FT: 6 PT:	Y

Artifacts:

- HESI Examination Data: standardized examinations specific to nursing programs. Category scores set based on recommendations from HESI after they conducted in-depth research.
 - NURS 129: Fundamentals Exam
 - NURS 108: Fundamentals Exam

- NURS 218: Maternity Exam
- NURS 245: Exit Exam
- NURS 238: Medical Surgical Exam
- NURS 238: Pharmacology Exam
- NURS 219: Dosage Calculation Exam
- NCLEX-RN Data (Mountain Measurement Report)

Safety and Infection Control

Course	No Evidence 000-799	Novice 800-849	Competent 850-1000	Mastery >1000
NURS 129	11 (24%)	3 (7%)	17 (37%)	15 (33%)
NURS 218 1 N/A (1%)	19 (27%)	2 (3%)	4 (6%)	44 (63%)
NURS 245	8 (13%)	5 (8%)	17 (27%)	32 (52%)
NURS 238	17 (28%)	3 (5%)	4 (7%)	37 (61%)
NURS 108	5 (15%)	1 (3%)	4 (13%)	22 (69%)

Psychosocial Integrity

Course	No Evidence 000-799	Novice 800-849	Competent 850-1000	Mastery >1000
NURS 129	18 (39%)	3 (7%)	6 (13%)	20 (43%)
NURS 218 8 N/A (18%)	6 (13%)	1 (2%)	2 (4%)	28 (62%)
NURS 238-MS 9 N/A (45%)	0	0	0	11 (55%)
NURS 245	11 (18%)	11 (18%)	11 (18%)	27 (43%)
NURS 108 12 N/A (38%)	4 (12%)	1 (3%)	0	15 (47%)

Basic Care and Comfort

Course	No Evidence 000-799	Novice 800-849	Competent 850-1000	Mastery >1000
NURS 129	9 (19%)	3 (7%)	13 (28%)	21 (46%)
NURS 245	16 (26%)	4 (6%)	17 (27%)	25 (40%)
NURS 238 3 N/A (5%)	28 (46%)	1 (2%)	5 (8%)	24 (39%)
NURS 108	2 (6%)	0	6 (19%)	24 (75%)
NURS 218	13 (19%)	0	0	57 (81%)

Pharmacological and Parenteral Therapies

Course	No Evidence	Novice	Competent	Mastery	# of Students
NURS 129	9 (19%)	1 (2%)	4 (9%)	32 (70%)	46
NURS 218 1 N/A (1%)	20 (29%)	2 (3%)	13 (19%)	34 (49%)	69
NURS 245	8 (13%)	3 (5%)	23 (37%)	28 (45%)	62
NURS 238-MS	21 (34%)	3 (95%)	11 (18%)	26 (43%)	61
NURS 238- Pharm	6 (10%)	4 (6%)	28 (45%)	22 (35%)	60
NURS 219- Dosage	6 (8%)	3 (4%)	18 (25%)	46 (63%)	73
NURS 108	12 (38%)	1 (3%)	4 (12%)	15 (47%)	32

Physiological Adaptation

Course	No Evidence	Novice	Competent	Mastery	# of Students
NURS 129	17 (37%)	1 (2%)	0	28 (61%)	46
NURS 245	12 (19%)	3 (5%)	23 (37%)	24 (39%)	62
NURS 108 4 (12%)	3 (9%)	0	3 (9%)	22 (69%)	28
NURS 238-MS 2 N/A (4%)	15 (25%)	0	11 (18%)	34 (56%)	60

Reduction of Risk Potential

Course	No Evidence	Novice	Competent	Mastery	# of Students
NURS 129	9 (20%)	0	7 (15%)	30 (65%)	
NURS 218	20 (29%)	7 (10%)	16 (23%)	25 (36%)	
NURS 245	6 (9%)	2 (3%)	18 (29%)	36 (58%)	
NURS 238-MS	11 (18%)	7 (11%)	19 (31%)	25 (41%)	
NURS 238-Pharm 19 N/A (28%)	0	0	0	43 (72%)	
NURS 108	6 (19%)	0	12 (38%)	14 (44%)	

NCLEX-RN Categories

Course	No Evidence 0-30%	Novice 31-49%	Competent 50-65%	Mastery >65%
Safety and Infection Control				
Psychosocial Integrity				
Basic Care and Comfort				
Pharmacological and Parenteral Therapies				
Physiological Adaptation				
Reduction of Risk Potential				

This data is represented as a percentile rank on the Mountain Measurement report. According to the report, students scoring at the 50th percentile or higher are likely to pass the NCLEX-RN, the program used the 50th percentile as the cut-off mark for competency in each NCLEX-RN category

Assessment Result

Program Outcome #3:

Evaluate critical thinking and clinical decision making to provide safe, patient-centered care.

Analysis

Students' performance increased 12% in the Safety and Infection Control category in 2018-2019 over 2017-2018. In the Exit Examination in the final course of the program, NURS 245: Transition into Professional Practice 79% of the students benchmarked in Safety and Infection Control. The faculty interpret that this means the students were competent in the category information at the conclusion of the program.

Based on review of the NCLEX-RN data from 2018, the Psychosocial Integrity category was found to be a low-performing category at 57%. Students that were unsuccessful on the NCLEX-RN all scored in the "below" passing category on the Psychosocial Integrity category as well. Based on the data in the 2017-2018 Student Learning Outcomes report, the program removed the stand-alone HESI Mental Health examination and included Haldol on the Mental Health Lesson 3.

The 2018-2019 data shows an increase in the Psychosocial Integrity category of 17%. The increase is promising, however, the 2018 Mountain Measurement data showed that Psychosocial Integrity was one of the low-performing categories at 57%, so the faculty determined to continue to focus on it during 2019-2020.

Basic Care and Comfort increased from 57 to 71% of students benchmarking in 2018-2019 over 2017-2018. The increase has been attributed to the faculty development training in October 2018 to focus on earlier taught concepts including elimination, mobility/immobility, and communication. Data on the Exit Examination taken in NURS 245 shows students went from 38.7% competent in 2017-2018 to 67% competent in 2018-2019.

Pharmacological and Parenteral Therapies category shows a 13% increase in 2018-2019 (75.4%) compared to 2017-2018 (62%). This category continues to be a strong area for the program. Students on the Exit Exam in NURS 245 scored 82% competent with 45% in the mastery category. The program continues to ensure current information in the curriculum with the addition of Haldol, Oxytocin, Magnesium Sulfate, and Terbutaline all added based on the 2017-2018 SLO Report.

Physiological Adaptation category increased in students achieving competency by almost 18% in 2018-2019 (73.9%) compared to 2017-2018 (56%). It was one of the lower performing content areas for the program according to the Mountain Measurement data in 2018 at 53%. The faculty determined that an emphasis needs to be placed on students' clinical decision making abilities.

The Reduction of Risk Potential category increased by 18% in 2018-2019 (78.2%) compared to 2017-2018 (60%). Exit Exam results in NURS 245 show 87% of students benchmarked with 58% in the mastery category. The 2018 Mountain Measurement results were consistent with program data in the 2017-2018 SLO report, so the faculty believe the curriculum is adequately covering this category.

Analysis of 2017-2018 SLO Use of Results

- Adding Haldol to the NURS 128: Mental Health Lesson Plans
 - Students scored well in the Pharmacological and Parenteral Therapies category with only 1 student scoring “below” passing on the NCLEX-RN that failed. These results paired with the SLO data show that students are getting adequate exposure to medications within the program. (Program Outcome 3)
- Adding Oxytocin, Magnesium Sulfate, Terbutaline, and Amniocentesis to NURS 218: Maternal Child Nursing lesson plans
 - Students scored well in the Pharmacological and Parenteral Therapies category with only 1 student scoring “below” passing on the NCLEX-RN that failed. Additionally, the data shows that students scored higher in the Pharmacological and Parenteral Therapy category on the Maternal Health exam in 2019 than 2018. (Program Outcome 3)
- Change of instructional method for dosage calculations in the Sikeston LPN-RN Bridge program.
 - The students performed higher in 2018-19 in dosage calculations with 63% scoring at the Mastery level. Since 2017 the students have increased benchmarking levels from 58 to 75%.
- Instructional method changes to re-emphasize basic concepts (elimination, mobility, communication) throughout the curriculum.
 - Scores in the categories of Basic Care and Comfort (Program Outcome 3), Reduction of Risk Potential (Program Outcome 3), and Health Promotion and Maintenance (Program Outcome 3) all increased in 2018-19 compared to 2017-18.

- Data on the Exit exam showed students went from 38.7% competent to 67% competent in the Basic Care and Comfort Category (Program Outcome 3).

Use of Results for Improvement

- Psychosocial Integrity--Instructional method: be sure to incorporate therapeutic communication throughout the program. Provide exposure and experiences that relate to Psychosocial Integrity in every lecture.
- Review of the NCLEX-RN test plan categories on the program's lesson plans for accuracy. The Nursing Resource Committee will review the lesson plans for consistency with the NCLEX-RN test plan.
- Incorporate the NCLEX-RN activity statements into the clinical environment. The faculty will place a focus on the NCLEX-RN test plan in the clinical environment. Previously, it has only been closely linked with the classroom portion of the program.
- The faculty will place an emphasis on the NCLEX-RN test plan in both the clinical and classroom environments.
- The faculty will begin incorporating NCLEX-RN style questions into the classroom environment. The goal is to assist students in mapping the exemplar that is not specific to our program back to a concept to answer the question. The intended result is to decrease student anxiety when they see a concept not covered by the curriculum on the NCLEX-RN Examination.
- Faculty will create a realistic testing environment similar to the NCLEX-RN with all proctored HESI examinations including a mock letter and screening process to enter the testing environment.
- Mandate all students take the HESI Version 1 and Version 2 Examinations. Currently, version 2 is voluntary for students. The intent is to increase exposure to NCLEX-RN

style questions that has been linked to student success on the NCLEX-RN examination.

- Require a rationale review for all HESI proctored examinations for any student that scores less than 850. The student will be required to complete the rationale review prior to leaving the testing environment.
- A HESI Review assignment will be placed into NURS 219: Medical Surgical Nursing II that places an emphasis on the first HESI Examination in the curriculum, Fundamentals.
- HESI Workshop will be created to cover why HESI is important, how to review the rationale for missed answers, how to use the results for improving student learning, etc.
- Developed a HESI remediation form to be used by students in the Student Retention and Progression Plan.
- Faculty will pilot day one activities in NURS 219 (focus on lower-level concepts) and NURS 129 (focus on assessment) in fall 2019 with report back to the faculty.
- Faculty will review their cohort's scores on the HESI examination prior to starting the next course, i.e. NURS 219 faculty will review Fundamentals HESI examination results for their cohort prior to or at the start of NURS 219.
- Adding a component to the Test-Taking Workshop that discusses how to break down a program lesson plan including the NCLEX-RN Test Categories section.
- Collect data that focuses on students that score less than 650 on a HESI proctored examination while in the program. Consider placing them in the Student Retention and Progression Program after one HESI score less than 850 instead of the required two.

Pilot tutoring hours specific to HESI improvement. The faculty will find a time when more than one are staffed in the tutoring lab and set aside one faculty member to focus on HESI results with students.

Program Outcome #4

Apply evidence-based practice while recognizing the role of quality improvement in the healthcare system.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
NURS 108	LPN-RN Bridge	3	32	Sections 3 Students 32	Sections 0 Students 0	Sections 0 Students 0	FT: 3 PT: 0	Y
NURS 129	Medical – Surgical Nursing I	2	46	Sections 2 Students 46	Sections 0 Students 0	Sections 0 Students 0	FT: 4 PT: 0	Y
NURS 245	Transition into Professional Nursing	3	62	Sections 3 Students 62	Sections 0 Students 0	Sections 0 Students 0	FT: 2 PT: 0	Y
NURS 238	Medical – Surgical III	3	61	Sections 3 Students 61	Sections 0 Students 0	Sections 0 Students 0	FT: 6 PT: 0	Y
NURS 218	Maternal Child Health Nursing	3	70	Sections 3 Students 70	Sections 0 Students 0	Sections 0 Students 0	FT: 3 PT: 0	Y

Artifacts:

- HESI Examination Data: standardized examinations specific to nursing programs. Category scores set based on recommendations from HESI after they conducted in-depth research.
 - NURS 108: Fundamentals Exam
 - NURS 129: Fundamentals Exam
 - NURS 245: Exit Exam
 - NURS 238: Medical Surgical Exam
 - NURS 238: Pharmacology Exam
 - NURS 218: Maternity Exam
- NCLEX-RN Data (from Mountain Measurement) (not available until May 2020)

Management of Care

Course	No Evidence 000-799	Novice 800-849	Competent 850-1000	Mastery >1000
NURS 129	10 (22%)	2 (4%)	11 (24%)	23 (50%)
NURS 238-MS	14 (23%)	3 (5%)	8 (13%)	37 (61%)
NURS 245	11 (18%)	5 (8%)	24 (39%)	22 (35%)
NURS 108	5 (15%)	3 (10%)	5 (15%)	19 (59%)
NURS 218 13 N/A (19%)	2 (3%)	0	0	55 (79%)

NCLEX-RN Categories

Course	No Evidence 0-30%	Novice 31-49%	Competent 50-65%	Mastery >65%
Management of Care				

This data is represented as a percentile rank on the Mountain Measurement report. According to the report, students scoring at the 50th percentile or higher are likely to pass the NCLEX-RN, the program used the 50th percentile as the cut-off mark for competency in each NCLEX-RN category

Assessment Result

Program Outcome #4:

Apply evidence-based practice while recognizing the role of quality improvement in the healthcare system.

Analysis

Overall, the students' performance improved in Management of Care in 2018-2019 (78.7% benchmarking) compared to 2017-2018 (65% benchmarking). All of the data points show a similar percentage of students benchmarking (74% for NURS 129, 108, 238, and 245 and 79% for NURS 218). In the NURS 245: Transition into Professional Practice, only 35% of the students scored in the Mastery category versus 39% in the competent category. The students take the

Exit Examination in NURS 245 prior to graduating which provides the most comprehensive information on the students' performance.

As seen before, the students tend to dip lower in the earlier taught concepts (Management of Care) prior to graduation. Based on the trend, the program implemented faculty development training in October 2018 to focus on earlier taught concepts including elimination, mobility/immobility, and communication. The faculty development was implemented early in the 2018-2019 year which accounts for the 13% increase in students' performance in the Management of Care category.

Use of Results for Improvement

- Review of the NCLEX-RN test plan categories on the program's lesson plans for accuracy. The Nursing Resource Committee will review the lesson plans for consistency with the NCLEX-RN test plan.
- Incorporate the NCLEX-RN activity statements into the clinical environment. The faculty will place a focus on the NCLEX-RN test plan in the clinical environment. Previously, it has only been closely linked with the classroom portion of the program.
- The faculty will place an emphasis on the NCLEX-RN test plan in both the clinical and classroom environments.
- The faculty will begin incorporating NCLEX-RN style questions into the classroom environment. The goal is to assist students in mapping the exemplar that is not specific to our program back to a concept to answer the question. The intended result is to decrease student anxiety when they see a concept not covered by the curriculum on the NCLEX-RN Examination.

- Faculty will create a realistic testing environment similar to the NCLEX-RN with all proctored HESI examinations including a mock letter and screening process to enter the testing environment.
- Mandate all students take the HESI Version 1 and Version 2 Examinations. Currently, version 2 is voluntary for students. The intent is to increase exposure to NCLEX-RN style questions that has been linked to student success on the NCLEX-RN examination.
- Require a rationale review for all HESI proctored examinations for any student that scores less than 850. The student will be required to complete the rationale review prior to leaving the testing environment.
- A HESI Review assignment will be placed into NURS 219: Medical Surgical Nursing II that places an emphasis on the first HESI Examination in the curriculum, Fundamentals.
- HESI Workshop will be created to cover why HESI is important, how to review the rationale for missed answers, how to use the results for improving student learning, etc.
- Developed a HESI remediation form to be used by students in the Student Retention and Progression Plan.
- Faculty will pilot day one activities in NURS 219 (focus on lower-level concepts) and NURS 129 (focus on assessment) in fall 2019 with report back to the faculty.
- Faculty will review their cohort's scores on the HESI examination prior to starting the next course, i.e. NURS 219 faculty will review Fundamentals HESI examination results for their cohort prior to or at the start of NURS 219.

- Adding a component to the Test-Taking Workshop that discusses how to break down a program lesson plan including the NCLEX-RN Test Categories section.
- Collect data that focuses on students that score less than 650 on a HESI proctored examination while in the program. Consider placing them in the Student Retention and Progression Program after one HESI score less than 850 instead of the required two.
- Pilot tutoring hours specific to HESI improvement. The faculty will find a time when more than one are staffed in the tutoring lab and set aside one faculty member to focus on HESI results with students.

Summary of Results

The results showed an increase in all categories compared with the 2017-2018 Student Learning Outcome Data (see table below). The two lowest performing categories for 2018-2019 are Health Promotion and Maintenance (Program Outcome 2) and Psychosocial Integrity (Program Outcome 2 and 3).

The Psychosocial Integrity category has remained consistently low in the past two cycles, while the Health Promotion and Maintenance was not considered low performing in 2017-2018. The faculty placed an emphasis on basic concepts in 2018-2019 based on the 2017-18 data. The result is positive with an increase seen in Basic Care and Comfort (57 to 71%) and Safety and Infection Control (60 to 72%).

NCLEX-RN Test Category	% of Students Benchmarking 2017-2018	% of Students Benchmarking 2018-2019	NCLEX-RN Data
Management of Care (Program Outcome 1 and 4)	65%	78.7%	
Health Promotion and Maintenance (Program Outcome 2)	60%	68.2%	
Psychosocial Integrity (Program Outcome 2 and 3)	51%	68.5%	
Pharmacological and Parenteral Therapies (Program Outcome 3)	62%	75.4%	
Physiological Adaptation (Program Outcome 3)	56%	73.9%	
Reduction of Risk Potential (Program Outcome 3)	60%	78.2%	
Safety and Infection Control (Program Outcome 3)	60%	72.5%	
Basic Care and Comfort (Program Outcome 3)	57%	71.6%	

Summary of Analysis

The faculty identified that changes made based on the 2017-18 SLO data resulted in positive improvement in the 2018-19 SLO data as represented in the table above. Faculty determined that Psychosocial Integrity was low-performing category both on HESI examinations and the NCLEX-RN. Faculty noticed that NURS 129: Medical Surgical Nursing I Fundamentals HESI examination results were linked to students' success in the program and on the NCLEX-RN.

Are there any anomalies in the results that were noticed?

Based on the Exit results, four of the nine students that failed the NCLEX-RN in 2019 should have failed. However, five of the students should have passed based on the HESI Exit Exams. The faculty believe that nerves/anxiety need to be addressed with students to decrease students failing that should have passed based on data.

Did the data that you collected and organized provide enough detailed information for the program faculty to make changes or to be confident that no changes were needed?

Yes, the faculty were able to make changes to instructional methods and program rules based on the 2018-2019 data. Specific changes are listed with each associated program outcome. Removal of the Mental Health stand-alone HESI examination

Students are still being assessed in the Psychosocial Integrity Category with results potentially predictive of student success in the program and on NCLEX-RN. The faculty

feel the data is relevant and enough to make informed decisions without the stand-alone Mental Health Examination. (Program Outcome 2 and 3)

Were there any patterns in the data observed?

The students that were unsuccessful on the NCLEX-RN all scored in the “below” passing category in Psychosocial Integrity (Program Outcome 2 and 3). In the 2018 Mountain Measurement report data, Psychosocial Integrity was a low-performing category at 57%. As Psychosocial Integrity was a low-performing category for the past two SLO cycles, the program has identified it as a pattern.

Use of Results for Improvement

The faculty plan several interventions for the 2019-2020 academic year to improve student learning. The faculty plan to place a greater focus on the HESI results earlier on in the program by incorporating them into classroom assignments, further the work on incorporating the NCLEX test plan into the classroom and clinical environment and show students how to answer questions on exemplars not in the curriculum by linking them to a concept

What improvements or changes have been planned for the program as a result of this assessment and why do you expect that they will improve learning?

- Psychosocial Integrity (Program Outcome 2 and 3)
 - Instructional method: be sure to incorporate therapeutic communication throughout the program. Provide exposure and experiences that relate to Psychosocial Integrity in every lecture.
- Review of the NCLEX-RN test plan categories on the program's lesson plans for accuracy. The Nursing Resource Committee will review the lesson plans for consistency with the NCLEX-RN test plan. (All Program Outcomes)
- Incorporate the NCLEX-RN activity statements into the clinical environment. The faculty will place a focus on the NCLEX-RN test plan in the clinical environment. Previously, it has only been closely linked with the classroom portion of the program. (All Program Outcomes)
- The faculty will place an emphasis on the NCLEX-RN test plan in both the clinical and classroom environments. (All Program Outcomes)

- The faculty will begin incorporating NCLEX-RN style questions into the classroom environment. The goal is to assist students in mapping the exemplar that is not specific to our program back to a concept to answer the question. The intended result is to decrease student anxiety when they see a concept not covered by the curriculum on the NCLEX-RN Examination. (All Program Outcomes)
- Faculty will create a realistic testing environment similar to the NCLEX-RN with all proctored HESI examinations including a mock letter and screening process to enter the testing environment. (All Program Outcomes)
- Mandate all students take the HESI Version 1 and Version 2 Examinations. Currently, version 2 is voluntary for students. The intent is to increase exposure to NCLEX-RN style questions that has been linked to student success on the NCLEX-RN examination. (All Program Outcomes)
- Require a rationale review for all HESI proctored examinations for any student that scores less than 850. The student will be required to complete the rationale review prior to leaving the testing environment. (All Program Outcomes)
- A HESI Review assignment will be placed into NURS 219: Medical Surgical Nursing II that places an emphasis on the first HESI Examination in the curriculum, Fundamentals. (All Program Outcomes)
- HESI Workshop will be created to cover why HESI is important, how to review the rationale for missed answers, how to use the results for improving student learning, etc. (All Program Outcomes)
- Developed a HESI remediation form to be used by students in the Student Retention and Progression Plan. (All Program Outcomes)

- Faculty will pilot day one activities in NURS 219 (focus on lower-level concepts) and NURS 129 (focus on assessment) in fall 2019 with report back to the faculty. (All Program Outcomes)
- Faculty will review their cohort's scores on the HESI examination prior to starting the next course, i.e. NURS 219 faculty will review Fundamentals HESI examination results for their cohort prior to or at the start of NURS 219. (All Program Outcomes)
- Adding a component to the Test-Taking Workshop that discusses how to break down a program lesson plan including the NCLEX-RN Test Categories section. (All Program Outcomes)
- Collect data that focuses on students that score less than 650 on a HESI proctored examination while in the program. Consider placing them in the Student Retention and Progression Program after one HESI score less than 850 instead of the required two. (All Program Outcomes)
- Pilot tutoring hours specific to HESI improvement. The faculty will find a time when more than one are staffed in the tutoring lab and set aside one faculty member to focus on HESI results with students. (All Program Outcomes)

What is the proposed timeline for the changes outlined above?

The proposed timeline for all the above changes is fall 2019. The pilot tasks of day one activities in NURS 219 and 129 and specific tutoring hours will be implemented in fall 2019 with review of the results in December 2019.



THREE RIVERS COLLEGE

Information Systems Technology -

Office Administration

Program Level SLO Report

Julie Becker – Program Manager

2018-19

Program Purpose Statement

The Office Administration program is designed for individuals who are currently employed in an office environment and for high school graduates planning a career as an office administrative assistant. This program prepares students to meet the challenges of the modern office through the application of practical and theoretical general education, hands-on skill development, and a coordinated internship project.

Program Outcomes

- . Communicate in a business environment.
- . Demonstrate technological skills including operating systems, word processing, spreadsheets, database management, presentation software, email and the Internet as a research tool.
- . Manage files.
- . Employ technology to solve business problems.
- . Display professional readiness including time management, organizational, confidentiality, teamwork and decision-making skills.
- . Produce transcripts and correspondence using computer technology.

Curriculum Mapping

Three Rivers College Program Managers review their program curriculum to align instruction to programmatic outcomes. The exercise of curricular mapping allows Program Managers to evaluate the curriculum in a broader perspective to develop and implement an assessment plan for the program, reveal any gaps in the curriculum, and identify areas where improvement interventions can be implemented. This curriculum mapping also provides the faculty improved communication amongst program faculty and students. The subsequent curriculum maps are arranged by program to correspond with the Student Learning Outcomes provided within this report for the 2018-19 academic year.

Office Administration: Program Outcomes Mapping

Program Outcome 1: Communicate in a business environment.	
Course	Course Learning Outcome (CLO)
BUED 103: Business English	Use appropriate reference materials such as online dictionaries, print dictionaries, and reference manuals to locate answers to questions. (CLO 1)
	Identify parts of speech and understand how they function in sentences. (CLO 2)
	Write complete sentences avoiding fragments, comma splices, and run-ons. (CLO 3)
	Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions, and interjections correctly in oral and written communication. (CLO 4)
	Develop proficiency in punctuation, capitalization, and number style skills. (CLO 5)
	Demonstrate realistic applications of current usage and style in today's workplace. (CLO 6)
	Demonstrate improved vocabulary, spelling, and editing skills. (CLO 7)
	Recognize and create professional business messages that demonstrate correct formats and ideas expressed in clear, concise, and correct English. (CLO 8)
BUED 203: Business Communications	Demonstrate their abilities to use clear, concise, and grammatically correct language. (CLO 1)
	Practice the ability to select, organize, and effectively deliver information in a businesslike manner. (CLO 2)
	Demonstrate ability to contribute to team performance, plan and participate in productive meetings, and use collaborative technologies. (CLO 3)
IST 148: Office Procedures	Demonstrate an understanding of current office practices. (CLO 1)
	Exhibit awareness of the developing trends in office practices, such as virtual, mobile and home offices. (CLO 2)
	Locate and understand common skill sets found in the office environment. (CLO 3)
	Employ effective personal and interpersonal skills in various business situations. (CLO 4)
	Exercise efficient time management techniques. (CLO 5)
	Facilitate teamwork in a diverse office environment. (CLO 6)
IST 149: Medical Terminology and Coding	Spell and define anatomical, pathological, diagnostic, and treatment medical terms. (CLO 1)
	Identify the basic structures of each body system. (CLO 2)
	Briefly explain the function of each body system and related organs. (CLO 3)
	Accurately assign medical codes to diagnoses, procedures, operations, and other medical or surgical services. (CLO 4)

Program Outcome 1 (continued)

BMGT 235: Customer Service Management	Develop a heightened awareness of the challenges and opportunities in customer service. (CLO 1)
	Demonstrate techniques for exceeding expectations in value, information, convenience, and timing in order to create greater customer loyalty. (CLO 2)
	Show specific personal and communication behaviors that engage customers. (CLO 3)
IST 297: Internship	Communicate in a business environment. (CLO 1)
	Demonstrate technological skills including operating systems, word processing, spreadsheets, database management, presentation software, email and the Internet as a research tool. (CLO 2)
	Manage files. (CLO 3)
	Employ technology to solve business problems. (CLO 4)

Program Outcome 2:

Demonstrate technological skills including operating systems, word processing, spreadsheets, database management, presentation software, email and the Internet as a research tool.

Course	Course Learning Outcome (CLO)
IST 100: Computer Applications	Demonstrate proficiency in using college systems to conduct online learning and research. (CLO 1)
	Demonstrate understanding of security options for technology platforms. (CLO 2)
	Demonstrate proficiency in operating a personal computer. (CLO 3)
	Demonstrate proficiency in using word processing software. (CLO 4)
	Demonstrate proficiency in using spreadsheet software. (CLO 5)
	Demonstrate proficiency in using database software. (CLO 6)
	Demonstrate proficiency in using presentation software. (CLO 7)
BUED 203: Business Communications	Practice the ability to select, organize, and effectively deliver information in a businesslike manner. (CLO 2)
	Demonstrate ability to contribute to team performance, plan and participate in productive meetings, and use collaborative technologies. (CLO 3)
IST 148: Office Procedures	Exhibit awareness of the developing trends in office practices, such as virtual, mobile and home offices. (CLO 2)
	Locate and understand common skill sets found in the office environment. (CLO 3)
	Employ effective personal and interpersonal skills in various business situations. (CLO 4)

Program Outcome 2 (continued)

IST 269: Database Applications	Build a database from scratch or from templates. (CLO 1)
	Exchange data with other databases and Microsoft Office documents. (CLO 2)
	Create forms to simplify data entry. (CLO 3)
	Use filters and queries to find and analyze information. (CLO 4)
	Design rich reports that help make your data meaningful. (CLO 5)
	Help prevent data corruption and unauthorized access. (CLO 6)
IST 268: Spreadsheet Applications	Interpret financial data. (CLO 1)
	Design formulas that solve math problems. (CLO 2)
	Show data in a meaningful way using charts, graphs, macros, and pivot tables. (CLO 3)
	Integrate Excel spreadsheets with other software applications and the Internet. (CLO 4)
IST 126: Word Processing Applications	Identify parts of the Word screen. (CLO 1)
	Apply paragraph formatting, set tables. (CLO 2)
	Use advanced editing to revise text. (CLO 3)
	Create, edit, and format tables. (CLO 4)
	Enhance document with special features, i.e., clipart, WordArt, and shapes. (CLO 5)
IST 297: Internship	Communicate in a business environment. (CLO 1)
	Demonstrate technological skills including operating systems, word processing, spreadsheets, database management, presentation software, email and the Internet as a research tool. (CLO 2)
	Manage files. (CLO 3)
	Employ technology to solve business problems. (CLO 4)

**Program Outcome 3:
Manage files.**

Course	Course Learning Outcome (CLO)
IST 148: Office Procedures	Locate and understand common skill sets found in the office environment. (CLO 3)
	Employ effective personal and interpersonal skills in various business situations. (CLO 4)
IST 269: Database Applications	Build a database from scratch or from templates. (CLO 1)
	Exchange data with other databases and Microsoft Office documents. (CLO 2)
	Create forms to simplify data entry. (CLO 3)
	Use filters and queries to find and analyze information. (CLO 4)
	Design rich reports that help make your data meaningful. (CLO 5)
	Help prevent data corruption and unauthorized access. (CLO 6)
IST 268: Spreadsheet Applications	Interpret financial data. (CLO 1)
	Design formulas that solve math problems. (CLO 2)
	Show data in a meaningful way using charts, graphs, macros, and pivot tables. (CLO 3)
	Integrate Excel spreadsheets with other software applications and the Internet. (CLO 4)
IST 126: Word Processing Applications	Identify parts of the Word screen. (CLO 1)
	Apply paragraph formatting, set tables. (CLO 2)
	Use advanced editing to revise text. (CLO 3)
	Create, edit, and format tables. (CLO 4)
	Enhance document with special features, i.e., clipart, WordArt, and shapes. (CLO 5)
IST 297: Internship	Communicate in a business environment. (CLO 1)
	Demonstrate technological skills including operating systems, word processing, spreadsheets, database management, presentation software, email and the Internet as a research tool. (CLO 2)
	Manage files. (CLO 3)
	Employ technology to solve business problems. (CLO 4)

**Program Outcome 4:
Employ technology to solve business problems.**

Course	Course Learning Outcome (CLO)
IST 148: Office Procedures	Locate and understand common skill sets found in the office environment. (CLO 3)
	Employ effective personal and interpersonal skills in various business situations. (CLO 4)
BMGT 235: Customer Service Management	Develop a heightened awareness of the challenges and opportunities in customer service. (CLO 1)
	Demonstrate techniques for exceeding expectations in value, information, convenience, and timing in order to create greater customer loyalty. (CLO 2)
	Show specific personal and communication behaviors that engage customers. (CLO 3)
BUAD 120: Introduction to Business	Recognize the roles of the four functions of management. (CLO 1)
	Identify the types of business ownership. (CLO 2)
	Interpret good business ethics and socially responsible business practice. (CLO 3)
	Recognize the importance of creating a flexible organization through proper implementation of human resource management. (CLO 4)
	Describe how the use of marketing develops customer relationships. (CLO 5)
IST 269: Database Applications	Build a database from scratch or from templates. (CLO 1)
	Exchange data with other databases and Microsoft Office documents. (CLO 2)
	Create forms to simplify data entry. (CLO 3)
	Use filters and queries to find and analyze information. (CLO 4)
	Design rich reports that help make your data meaningful. (CLO 5)
	Help prevent data corruption and unauthorized access. (CLO 6)
IST 268: Spreadsheet Applications	Interpret financial data. (CLO 1)
	Design formulas that solve math problems. (CLO 2)
	Show data in a meaningful way using charts, graphs, macros, and pivot tables. (CLO 3)
	Integrate Excel spreadsheets with other software applications and the Internet. (CLO 4)
IST 126: Word Processing Applications	Identify parts of the Word screen. (CLO 1)
	Apply paragraph formatting, set tables. (CLO 2)
	Use advanced editing to revise text. (CLO 3)
	Create, edit, and format tables. (CLO 4)
	Enhance document with special features, i.e., clipart, WordArt, and shapes. (CLO 5)
IST 297: Internship	Communicate in a business environment. (CLO 1)
	Demonstrate technological skills including operating systems, word processing, spreadsheets, database management, presentation software, email and the Internet as a research tool. (CLO 2)
	Manage files. (CLO 3)
	Employ technology to solve business problems. (CLO 4)

**Program Outcome 5:
Display professional readiness including time management, organizational, confidentiality, teamwork and decision-making skills.**

Course	Course Learning Outcome (CLO)
BUED 203: Business Communications	Practice the ability to select, organize, and effectively deliver information in a businesslike manner. (CLO 2)
	Demonstrate ability to contribute to team performance, plan and participate in productive meetings, and use collaborative technologies. (CLO 3)
IST 148: Office Procedures	Employ effective personal and interpersonal skills in various business situations. (CLO 4)
	Exercise efficient time management techniques. (CLO 5)
	Facilitate teamwork in a diverse office environment. (CLO 6)
IST 297: Internship	Communicate in a business environment. (CLO 1)
	Demonstrate technological skills including operating systems, word processing, spreadsheets, database management, presentation software, email and the Internet as a research tool. (CLO 2)
	Manage files. (CLO 3)
	Employ technology to solve business problems. (CLO 4)

**Program Outcome 6:
Produce transcripts and correspondence using computer technology.**

Course	Course Learning Outcome (CLO)
BUED 203: Business Communications	Demonstrate ability to contribute to team performance, plan and participate in productive meetings, and use collaborative technologies. (CLO 3)
IST 256: Administrative Transcription Fundamentals	Employ computer skills to build transcription speed (CLO 1)
	Revise word processing documents using correct formatting techniques (CLO 2)
	Demonstrate mastery competence using 10-key calculator (CLO 3)
	Apply time management and prioritizing skills through guided practice and formulate independent judgments (CLO 4)
	Interpret spoken medical terms and be able to spell correctly (CLO 5)
	Use proper formatting techniques for medical documents (CLO 6)
	Construct first-time mailable copy of letters, memorandums, and reports in proper format (CLO 7)

Introduction

This report is the program level student learning outcomes for the AAS in Office Administration Option. The data and information has been collected and analyzed from the Fall 2018 and Spring 2019 semesters. Artifacts collected came from the following courses: BUED203 Business Communications; IST268 Spreadsheet Applications; IST126 Word Processing Applications; IST269 Database Applications; IST256 Administrative Transcription; and IST297 Internship Project. Data has been assessed, observed, and researched to the Information Systems Technology Office Administration program (AAS) course mapping plans and further to the individual rubrics used within each course where information was collected.

There was one minor curriculum change for the 2018-2019 Program SLO Report. The new CORE 42 requirements for 25 percent of courses to be general education within the program were implemented.

Outcome #1 Rubric
Communicate in a Business Environment.

Criteria	No Evidence	Novice	Competent	Mastery
Report Format and Organization	Sections are poorly organized and some are missing. A few formatting errors exist.	All required sections are included but one or two are poorly organized. One formatting error exists.	All required sections are included but one needs to be organized better. No formatting errors exist.	All required sections are included, and each is effectively organized. No formatting errors exist.
Introduction	Does not provide adequate background and does not convey purpose or report's form.	Introductory information is adequate but needs development and clarity.	Introductory information is clear and professionally developed.	Introduction is excellent: it's clear, engaging, and thorough.
Methodology	Does not explain data or collection methods; data analysis methods are unclear.	Explains data and collection methods, but explanations need development or clarity. Reader will have some questions.	Data and collection methods are explained clearly and developed well. Reader will generally be satisfied.	Data and collection methods are explained and developed exceptionally well. Reader questions are anticipated and answered.
Data Analysis and Results	Data is not relevant for purpose; presentation and interpretation of results are inaccurate.	Data is relevant but presentation and interpretation of results need work.	Data is appropriate and relevant; presentation and analysis of data is good.	Data is appropriate and very relevant; presentation and analysis of data are professional, thorough, engaging, and sophisticated.
Conclusions and Recommendations	Both are unclear and not connected to the report's data.	One is relevant and adequate, but the other is not pertinent, realistic, or detailed.	Conclusions and recommendations are pertinent, realistic, evidence-based, and detailed.	Conclusions and recommendations are excellent.
Research and Documentation	Found information is not documented correctly. Errors exist with signal phrases, citations, and References. Found information is not introduced or analyzed adequately.	Some documentation errors exist but student generally understands how to use signal phrases; cite sources; compile a References page; and in general, introduce and analyze found information.	Minimal documentation errors exist; student understands how to use signal phrases; cite sources; compile a References page; and in general, introduce and analyze found information.	Report contains no errors in documentation (including citations, signal phrases, or References). Student introduces and analyzes found information in a professional manner.
Grammar, Mechanics, and Sentences	Numerous grammatical, punctuation, spelling, and sentence errors exist and impede meaning.	Some grammatical, punctuation, spelling, and sentence errors exist but generally don't impede meaning.	Few grammatical, punctuation, spelling, and sentence errors exist and don't impede meaning.	No grammatical, punctuation, spelling, and sentence errors exist.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
BUED 203	Business Communication	2	15	Sections 1 Students 13	Sections 1 Students 2	Sections 0 Students 0	FT: 1 PT: 0	No

Course being reported: BUED 203 Business Communication

PROGRAM OUTCOME #1	No Evidence	Novice	Competent	Mastery	Total # of Students
Report Format and Organization	1	2	8	4	15
Executive Summary	0	3	8	4	15
Introduction	0	2	8	5	15
Methodology	1	1	7	6	15
Data Analysis and Results	1	1	7	6	15
Conclusions and Recommendations	0	2	9	4	15
Research and Documentation	1	2	5	7	15
Grammar, Mechanics, and Sentences	1	4	6	4	15

Assessment Result

A business report assignment is used to assess this outcome in two BUED 203 sections. Students were given the rubric and specific instructions to create a business report. Students are understanding the assignment and understanding how important writing skill are. For report format and organization, 50 percent of the students scored in the Competent; 27 percent of the students score in the Mastery; and 2 percent scored in the Novice and No Evident.

Analysis

This year students scored higher in the following outcomes than last year: Report Format and Organization; Executive Summary; Introduction; Methodology; Data Analysis and Results; Conclusions and Recommendations; Research and Documentation; and Grammar, Mechanics, and Sentences. A total of 20 - 33 percent of the students fell in no evidence and novice; however, 60 to 26 percent of the students fell in competent and mastery. Students are learning written communication skills. Effective communication is a vital tool for any employee. A person's success at getting his or her point across can be the difference between sealing a deal and missing out on a potential opportunity. One should be able to clearly explain company policies to customers and clients and answer their questions about products or services. It is crucial to communicate effectively in negotiations to ensure achieving goals.

Communication is also important within the business. Effective communication can help to foster a good working relationship between supervisors and coworkers, which can in turn improve morale and efficiency.

Use of Results for Improvement

More emphasis will be put on demonstrating skill in composing and formatting professional e-mail messages, memos, letters, and informal reports that deliver positive, negative, persuasive, and marketing messages effectively and demonstrating skill in composing and writing well-researched proposals and formal reports that illustrate effective use of online information sources and appropriate documentation formats.

Program Outcome #2 Rubric

Demonstrate technological skills including operating systems, word processing, spreadsheets, database management, presentation software, email and the Internet as a research tool.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
IST 269	Database Applications	1	19	Sections 0 Students 0	Sections 1 Students 19	Sections 0 Students 0	FT: 1 PT: 0	Yes
IST 268	Spreadsheet Applications	2	37	Sections 0 Students 0	Sections 2 Students 37	Sections 0 Students 0	FT: 1 PT: 0	Yes
IST 126	Word Processing Applications	2	16	Sections 0 Students 0	Sections 2 Students 16	Sections 0 Students 0	FT: 1 PT: 0	Yes

PROGRAM OUTCOME #2	No Evidence	Novice	Competent	Mastery	Total # of Students
Utilizes operating system software and data management skills.	12	11	11	38	72
Demonstrate an understanding of the ethical use of technological tools.	12	10	13	37	72
Utilizes software (word processing, presentation, and/or application specific to guideline)	12	9	13	38	72

IST 126 (TOTAL)	No Evidence	Novice	Competent	Mastery	Total # of Students
Utilizes operating system software and data management skills.	0	5	1	10	16
Demonstrate an understanding of the ethical use of technological tools.	0	5	1	10	16
Utilizes software (word processing, presentation, and/or application specific to guideline)	0	5	1	10	16

IST 268 (TOTAL)	No Evidence	Novice	Competent	Mastery	Total # of Students
Utilizes operating system software and data management skills.	11	6	6	14	37
Demonstrate an understanding of the ethical use of technological tools.	11	4	8	14	37
Utilizes software (word processing, presentation, and/or application specific to guideline)	11	4	8	14	37

IST269 Spring 2019	No Evidence	Novice	Competent	Mastery	Total # of Students
Utilizes operating system software and data management skills.	1	0	4	14	19
Demonstrate an understanding of the ethical use of technological tools.	1	1	4	13	19
Utilizes software (word processing, presentation, and/or application specific to guideline)	1	0	4	14	19

Course being reported: IST 126 Word Processing Applications (Fall 2018)

F2F	No Evidence	Novice	Competent	Mastery
Utilizes operating system software and data management skills.	0	4	4	4
Demonstrate an understanding of the ethical use of technological tools.	0	4	4	4
Utilizes software (word processing, presentation, and/or application specific to guideline)	0	4	4	4

Course being reported: IST 126 Word Processing Applications (Spring 2018)

F2F	No Evidence	Novice	Competent	Mastery
Utilizes operating system software and data management skills.	0	3	3	3
Demonstrate an understanding of the ethical use of technological tools.	0	3	3	3
Utilizes software (word processing, presentation, and/or application specific to guideline)	0	3	3	3

Course being reported: IST 268 Spreadsheet Applications

F2F	No Evidence	Novice	Competent	Mastery
Utilizes operating system software and data management skills.	0	1	2	7
Demonstrate an understanding of the ethical use of technological tools.	0	1	2	7
Utilizes software (word processing, presentation, and/or application specific to guideline)	0	1	2	7

Course being reported: IST 269 Database Applications

F2F	No Evidence	Novice	Competent	Mastery
Utilizes operating system software and data management skills.	3	1	6	3
Demonstrate an understanding of the ethical use of technological tools.	3	1	6	3
Utilizes software (word processing, presentation, and/or application specific to guideline)	2	1	6	4

Assessment Result

Three advanced computer classes are used for this outcome. These computer classes are IST126 Word Processing, IST268 Spreadsheet Applications, and IST269 Database Applications. In all three classes most students scored in the competent or higher range of the rubric. This tells us that our students are obtaining technological skills that they will be able to use in the workplace. In IST126 Word Processing 69 percent of the students scored in the competent and higher categories. It was observed that 31 percent scored in the novice category. In IST268, 38 percent of the students scored in the mastery category; 16 to 22 percent of the students scored in the competent category. A total of 60 percent of the students scored over the competent category. A total of 11 to 16 percent of the students scored in the novice category, and 30 percent scored in no evidence category. In IST269 Database Applications 68 to 74 percent of the students scored in the mastery category; 21 percent of the students scored in the competent category. A total of 95 percent scored in the competent and higher categories. Five percent scored in the novice and no evidence category.

MOS Certification Exam Results

In Fall 2018, the Word Microsoft Office Specialist (MOS) certification exam was administered for IST126. The industry recognized credentials serve two purposes: 1) program assessment and 2) student recognition for knowledge gained from this course. In FY19, there were 18 students that took the Word MOS certification exam – 12 students passed the exam and 6 students failed the exam. Students that performed poorly on the exam also performed poorly in the course. The 6 students that failed the exam either

skipped assignments or scored poorly on the assignments completed. For IST268, 10 students passed the Excel Microsoft Office Specialist certification exam and 22 failed it. For IST269, 4 students passed the Access Microsoft Office Specialist certification exam and 15 failed it. More students passed the exams this year than last year. MOS Certification Exam review materials were purchased; students were given the specific objectives for the MOS Certification Exams, as well as review material.

The review materials divide exam coverage into chapters representing groups of core, related skill sets that correspond to MOS exam objectives. Students received full objective-by-objective review and detailed procedures to help build the skills measured by the exam. MOS: Microsoft Office Specialist: Demonstrates that a person passing the certification exam has the skills needed to get the most out of Office by earning a Microsoft Office Specialist (MOS) certification in a specific Office program (Word, Excel, Access, PowerPoint). Holding a MOS certification can earn an entry-level business employee more in annual salary than uncertified peers.

MOS Certification Exam Results:

Many students did not pass the certification exam; however, many scores are very close to the 700 passing score. These exams are very stringent; I feel if a student received a score of 500 or higher, he or she knows the application well, and with additional effort I believe students would be able to pass the exam with 700 or higher on the next attempt. Also, when students retook the exam, all students received a higher score than their first attempt.

More students passed the exams this year than last year. MOS Certification Exam review materials were purchased. The review materials divide exam coverage into chapters representing groups of core, related skill sets that correspond to MOS exam objectives. Students received full objective-by-objective review and detailed procedures to help build the skills measured by the exam.

The Fall 2018 and Spring 2019 student exam results are as follows:

- Excel MOS Exam results: 10 passed; 23 failed
- Word MOS Exam results: 12 passed; 6 failed
- Access MOS Exam results: 4 passed; 15 failed

Analysis

The three courses being assessed in this student learning outcomes report for program outcome #2 - IST126, IST268, and IST269. The majority of students scored in the competent or higher range of the rubric. Also, the scores for these three classes are higher than last year's scores for these three classes. This year's scores are in the competent and mastery categories. Last year's scores were in the novice category.

This tells us that our students are obtaining technological skills that they will be able to use in the workplace.

Use of Results for Improvement

The instructors will take more time to discuss the learning objectives needed for the foundation of each of the application classes for this outcome and relate these objectives to the relevance of the course. If the basic learning objectives are comprehended, students will be more successful in mastering the outcomes for the course.

MOS certification exam study guides will be provided to students so they can prepare for the exams. Many students are still not prepared to pass the MOS Certification Exam, as seen in the exam results above. These study guides will be used in hopes of preparing students more for the MOS Certification Exams.

Program Outcome #3

Manage files.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved ?
IST 269	Database Applications	1	19	Sections 0 Students 0	Sections 1 Students 19	Sections 0 Students 0	FT: 1 PT: 0	Yes
IST 269	Word Processing Applications	2	16	Sections 0 Students 0	Sections 2 Students 16	Sections 0 Students 0	FT: 1 PT: 0	Yes

	No Evidence	Novice	Competent	Mastery	Total # of Students
Maintain all files on local hard drive. Put all data files in a single level directory or one folder. Do not use different versions of files.	1	8	5	21	35
Backup data sporadically to a backup media (CD, disk, etc.) or server. Differentiate between files and directories* Use folders or directories with meaningful names to store related files.	1	8	5	21	35
Apply appropriate file and disk management techniques (e.g., defragment and rearrange files, reinstall backup data) Determine file organization* (e.g., use appropriate directory structures and names).	1	7	5	22	35
Demonstrate knowledge of the system utilities used for file management* (e.g., change protection modes, rename, delete).	1	7	5	22	35

Course being reported: IST 126 Word Processing Applications

ONLINE	No Evidence	Novice	Competent	Mastery	Total # of Students
Maintain all files on local hard drive. Put all data files in a single level directory or one folder. Do not use different versions of files.	0	5	1	10	16
Backup data sporadically to a backup media (CD, disk, etc.) or server. Differentiate between files and directories. Use folders or directories with meaningful names to store related files.	0	5	1	10	16
Apply appropriate file and disk management techniques (e.g., defragment and rearrange files, reinstall backup data). Determine file organization (e.g., use appropriate directory structures and names).	0	5	1	10	16
Demonstrate knowledge of the system utilities used for file management (e.g., change protection modes, rename, delete).	0	5	1	10	16

Course being reported: IST 269 Database Applications

F2F	No Evidence	Novice	Competent	Mastery	Total # of Students
Maintain all files on local hard drive. Put all data files in a single level directory or one folder. Do not use different versions of files.	1	3	4	11	19
Backup data sporadically to a backup media (CD, disk, etc.) or server. Differentiate between files and directories* Use folders or directories with meaningful names to store related files.	1	3	4	11	19
Apply appropriate file and disk management techniques* (e.g., defragment and rearrange files, reinstall backup data) Determine file organization* (e.g., use appropriate directory structures and names).	1	2	4	12	19
Demonstrate knowledge of the system utilities used for file management* (e.g., change protection modes, rename, delete).	1	2	4	12	19

Assessment Result

Two advanced computer classes are used for this this outcome – IST126 Word Processing and IST269 Database Applications. Manage file is the outcome. In IST126 Word Processing 63 percent of the students scored in the mastery category; 6 percent of the students scored in the competent category; 31 percent of the students scored in the novice category; and 0 percent scored in the no evidence category. In IST269 Database Applications 63 – 69 percent of the students scored in the mastery category;

21 percent of the students scored in the competent category; 11 – 16 percent of the students scored in the novice category; and 5 percent of the students scored in the no evidence category. This outcome shows that in both courses many students scored in the competent and mastery category. IST126 Word Processing and IST269 Database Applications classes are teaching students to manage computer files. Total scores are higher this year.

Analysis

It is important to understand and have the knowledge to manage files in order to successfully organize and find the files students work on their computers. Students scored above average on all outcomes. Two advanced computer classes are used for this this outcome – IST126 Word Processing and IST269 Database Applications. More students scored in the competent range or above this year as opposed to last year.

Use of Results for Improvement

A majority of students scored in the competent and mastery categories. No changes will be made at this time.

Program Outcome #4

Employ technology to solve business problems.

This outcome was not assessed. The class that was used before is no longer offered in the program. The new course in the program was not offered in the Fall 2018 or Spring 2019 semester.

Program Outcome #5 Rubric

Confidential Employer Evaluation Form

Student _____ Date _____ Employer _____

Instructions for Completion: Please rate the student on each of the items listed by checking the appropriate box. We ask each employer to complete this form as part of the student's training evaluation process.

Program Outcome #3	No Evidence	Novice	Competent	Mastery
SKILLS/ KNOWLEDGE	Work was done in a careless manner and was of erratic quality; work assignments were usually late and required review; made numerous errors	With a few minor exceptions, adequately performed most work requirements; most work assignments submitted in a timely manner; made occasional errors	Accurately performed all work requirements; submitted all work assignments on time; made very few errors	Thoroughly and accurately performed all work requirements; submitted all work assignments on time; made no errors
SELF- MANAGEMENT	Asked few if any questions and rarely sought out additional information from appropriate sources; was unable or slow to understand new concepts, ideas, and work assignments; was unable or unwilling to recognize mistakes and was not receptive to making needed changes and improvements.	Asked some relevant questions and sought out additional information from appropriate sources but not every time needed; exhibited understanding of new concepts, ideas, and work assignments; was at times willing to take responsibility for mistakes and to make needed changes and improvements	In most cases, asked relevant questions and sought out additional information from appropriate sources; exhibited acceptable understanding of new concepts, ideas, and work assignments; was usually willing to take responsibility for mistakes and to make needed changes and improvements	Consistently asked relevant questions and sought out additional information from appropriate sources; very quickly understood new concepts, ideas, and work assignments; was always willing to take responsibility for mistakes and to make needed changes and improvements.
DEPENDABILITY	Was generally unreliable in completing work assignments; did not follow instructions and procedures promptly or accurately; was careless, and work needed constant follow-up; required close supervision.	Was generally reliable in completing tasks; at times followed instructions and procedures; was at times attentive to detail, but work had to be reviewed occasionally; functioned with only moderate supervision	Was reliable in completing tasks; normally followed instructions and procedures; was usually attentive to detail, but work had to be reviewed occasionally; functioned with only moderate supervision	Was consistently reliable in completing work assignments; always followed instructions and procedures well; was careful and extremely attentive to detail; required no supervision
ATTITUDE	Regularly exhibited a negative attitude; was dishonest and/or showed a lack of integrity on several occasions; was unable to recognize and/or was insensitive to ethical and diversity issues; displayed significant lapses in ethical and professional behavior.	Demonstrated negative and positive attitudes; mainly exhibited honesty and integrity in the workplace; at times was aware of and sensitive to ethical and diversity issues on the job; at times behaved in an ethical and professional manner.	Demonstrated a positive attitude; regularly exhibited honesty and integrity in the workplace; was usually aware of and sensitive to ethical and diversity issues on the job; normally behaved in an ethical and professional manner.	Demonstrated an exceptionally positive attitude; consistently exhibited honesty and integrity in the workplace; was keenly aware of and deeply sensitive to ethical and diversity issues on the job; always behaved in an ethical and professional manner
COMMUNICATION	Fails to communicate with others in a diverse environment.	Communicates with others in a diverse environments, but fails to communicate effectively with others.	Communicates effectively with others in diverse environments.	Communicates effectively with others in diverse environments using both verbal and nonverbal communication.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
IST 297	Internship	2	10	Sections:2 Students:10	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 0	Yes

Course being reported: IST Internship

Program Outcome	No Evidence	Novice	Competent	Mastery	Total # of Students
Skills/Knowledge	0	0	4	6	10
Self-Management	0	0	3	7	10
Dependability	0	0	3	7	10
Attitude	0	0	2	8	10
Communication	0	0	5	5	10

Assessment Result

IST 297 Internship Project course is used for this outcome. The outcome gives results of students applying professional readiness. Fifty to 80 percent of the students scored in the mastery category; 20 to 50 percent of the students scored in the competent category. No students scored in the novice and no evidence category. Students scored 100 percent in competent or higher in this outcome.

Analysis

The competent category level of skill shows students are able to complete tasks well with very little supervision; the mastery category level of skill shows students are able to

perform tasks well enough without supervision. Students are learning the skills needed to become employed and stay employed.

Use of Results for Improvement

No improvements will be made at this time since 100 percent of students scored in competent and mastery.

Program Outcome #6

Produce transcripts and correspondence using computer technology.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
IST 256	Administrative Transcription (Fall 2018)	1	3	Sections: 0 Students: 0	Sections: 1 Students: 3	Sections: 0 Students: 0	FT: 1 PT: 0	Yes
IST 256	Administrative Transcription (Spring 2019)	1	2	Sections: 0 Students: 0	Sections: 1 Students: 2	Sections: 0 Students: 0	FT: 1 PT: 0	Yes

Total	No Evidence	Novice	Competent	Mastery	# of Students
Capitalization & Punctuation Formatting	0	0	3	2	5
Grammar & Spelling	0	0	3	2	5
Terminology	0	0	3	2	5
Formatting	0	0	3	2	5

Course being reported: IST 256 Administrative Transcription (Fall 2018)

	No Evidence	Novice	Competent	Mastery	# of Students
Capitalization & Punctuation Formatting	0	0	1	2	3
Grammar & Spelling	0	0	1	2	3
Terminology	0	0	1	2	3
Formatting	0	0	1	2	3

Course being reported: IST 256 Administrative Transcription (Spring 2019)

	No Evidence	Novice	Competent	Mastery	# of Students
Capitalization & Punctuation Formatting	0	0	2	0	2
Grammar & Spelling	0	0	2	0	2
Terminology	0	0	2	0	2
Formatting	0	0	2	0	2

Program Outcome #6 Rubric

Criteria	No Evidence	Novice	Competent	Mastery
Capitalization & Punctuation Formatting	Makes several errors in capitalization and/or punctuation that catch reader's attention and greatly interrupt the flow.	Makes a few errors in capitalization and/or punctuation that catch reader's attention and interrupt the flow.	Makes limited number of errors in capitalization and punctuation. Assignments are easy to read.	Makes no errors in capitalization or punctuation. Assignments are exceptionally easy to read.
Grammar & Spelling	Makes 4 or more errors in grammar or spelling that distract reader from content.	Makes 3-4 errors in grammar and/or spelling that distract reader from content.	Makes 1-2 errors in grammar and/or spelling that distract the reader from the content.	Makes no errors in grammar or spelling that distract the reader from the content.
Terminology	Demonstrates little or no understanding of medical, legal, or executive administrative terms and definitions.	Demonstrates a limited understanding of medical, legal, or executive administrative terms and definitions.	Demonstrates understanding of medical, legal, or executive administrative terms and definitions.	Demonstrates and excellent understanding of medical, legal, or executive administrative terms and definitions. Uses medical reference material when necessary.
Formatting	Demonstrates no understanding of proper format according to assignment.	Demonstrates limited understanding of proper format according to assignment.	Demonstrates knowledge of proper format according to assignment of most types of reports, letters, and other formats.	Demonstrates efficiency in proper format according to assignment in various types of reports, letters, and other formats.

Assessment Result

Program Outcome #6: Produce transcripts and correspondence using computer technology.

IST256 Administrative Transcription class is used for this outcome. IST256 Administrative Transcription is typically taught in the fall semester; however, it was also taught in the spring because students needed the credit for May graduation. Students performed in the competent and the mastery categories for all objectives in this online course. In FY19, the advisory committee decided to remove this course; transcription is no longer a high skill needed in an office environment. Businesses are not hiring transcriptionists in this area. Curriculum changes will be made. Program outcomes will be changed.

Analysis

The results from the Spring 2019 class are lower than last year's scores, as well as lower than Fall 2018 scores. However, Fall 2018 and Spring 2019 results showed that students were able to produce transcripts and correspondence using computer technology. In Spring 2019 results were higher than last year's results. This shows that these students are very efficient in producing transcripts and correspondence using computer technology.

Use of Results for Improvement

Student Learning Outcomes (SLO) Report Addendum

Office Administration Program

(1) Describe any changes (Curriculum, QM, modality, textbook, learning resources, etc.) made to your program in any previous year(s) that may have caused the (positive or negative) outcomes results in the 2018-19 SLO report. (Use as many pages as necessary to describe.)

- The only curriculum changes made this year to the program were for the new CORE 42 requirements for 25 percent of courses to be general education within the program were implemented. For this curriculum change MATH103/153 Intermediate Algebra was replaced with MATH161 College Mathematics or MATH163 College Algebra for Calculus. Also, SCOM110 Public Speaking is the required communication class instead of giving students a choice of SCOM Public Speaking, SCOM101 Human Communication, or SCOM125 Communication in the Workplace. The goal of the CORE 42 is to facilitate the seamless transfer of academic credits. The completion of the CORE 42 at any public institution of higher education will transfer to every other public institution of higher education in the state and substitute for the receiving institution's general education requirement. These changes did not affect the core business courses or the program student learning outcomes for the Office Administration Program.
- I believe that the change from five options under the Information Systems Technology (IST) AAS Degree is for the better. These options were as follows:

Information Systems Technology with the Medical Option; Information Systems Technology with the Executive/Legal Option, (these were two options with one class difference but listed in the same option); Information Systems Technology with the Microcomputer Option; and Information Systems Technology with the Medical Billing & Coding Option. We combined these five options into two: Office Administration with Legal or Medical Option and Medical Billing & Coding Option. After these changes were made, we concluded that Medical Billing & Coding did not need to be under an IST degree. The AAS in Medical Billing & Coding program became its own program, and the AAS in Office Administration became its own program. In the Office Administration program students have the option to take IST149 Medical Terminology & Coding if they want to work in a medical facility or to take BLAW221 Legal and Ethical Environment of Business if they want to work in a law office or other office. Program Outcomes were changed during this time as well. Students have given feedback that it is easier to make a decision on a program because there were similar options before that were so close. Students see office administration and know that they want to work in an office setting.

- Also, since the MOS Certification exam was added to the four advanced computer classes, this gives students and professionals real-world exercises to appraise their understanding of Microsoft Office. The Microsoft Office Specialist Program provides industry-leading assessments of skills and knowledge through the classes and the exams.

(2) Explain how the data points align and impact the student learning outcomes or program outputs for each of the changes listed above in section (1.). (Output data do not directly and specifically measure changes in student learning. Output data are the indirect results of program activities and are measured by enrollment, retention rate, graduation data, and external exam pass rates, etc.)

- Office administration is a great career choice. These positions are the most sought after jobs. Since the five options are now two options, students know once they are finished with the office administration program and training, they will have the skills needed to be successful in their careers. Overall scores for the higher-level computer courses are higher, which is attributed to the MOS Certification exams being used for these courses. Other patterns have been stated above and changes are being made.
- At this point we are working on higher enrollment. By showing the results of the changes to the program, we hope the enrollment numbers will begin to increase.



THREE RIVERS COLLEGE

Paramedic AAS

Program Level SLO Report

Tami Cunningham – Program Manager

2018-19

Program Purpose Statement

AAS-Paramedic Purpose: Career and Technical Education. This program prepares EMTs to achieve an AAS-Paramedic Purpose: Career and Technical Education. This program aims to prepare competent entry-level Emergency Medical Technician-Paramedics in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains to provide safe and effective pre-hospital emergency care for sick and injured adults and children. Both general education and paramedic courses are included in the program of study. Clinical internship experiences are planned in local health care facilities under direct guidance of experienced preceptors.

The Three Rivers College Paramedic Program is accredited by the Commission on Accreditation of Allied Health Education Programs (www.caahep.org) upon the recommendation of Committee on Accreditation of Educational Programs for the Emergency Medical Services Professionals (www.coaemsp.org).

Paramedic Program Learning Outcomes

1. Provide a safe, supportive and effective environment for each pre-hospital encounter.
2. Manage emergency situations using sound judgment and protocol/procedures to respond in an efficient manner.
3. Demonstrate knowledge of the legal aspects of EMS (ex. HIPAA), and local policy limits, to all patient encounters while recognizing and accepting personal responsibility for one's actions, or lack of action, in the practice of emergency medicine.
4. Communicate in a professional manner with all members of the health care team.
5. Utilize knowledge of normal/abnormal anatomy and physiology and pharmacology in pre-hospital emergency care.

Paramedic: Program Outcomes Mapping

Program Outcome 1: Provide a safe, supportive and effective environment for each pre-hospital encounter.	
Course	Course Learning Outcome (CLO)
EMDS 105: EMS I	Assess the nature and seriousness of the patient's condition or extent of injuries to provide emergency medical care. (CLO 1)
	Demonstrate safe patient handling techniques. (CLO 3)
EMDS 201: EMS II	Manage the different types of scenes, such as crime, Haz-Mat, and rescue. (CLO 4)
EMDS 202: EMS Internship I	Initiate intravenous administration with/without fluid and/or medication administration by all routes. (CLO 2)
	Manage pre-hospital patients with medical emergencies. (CLO 4)
EMDS 204: EMS III	Provide pre-hospital care to the medical, trauma, and special consideration patient. (CLO 4)
EMDS 205: EMS Internship II	Demonstrate medication administration using all routes. (CLO 2)
	Provide pre-hospital care to the medical, trauma, and special consideration patient. (CLO 3)

Program Outcome 2: Manage emergency situations using sound judgment and protocol/procedures to respond in an efficient manner.	
Course	Course Learning Outcome (CLO)
EMDS 105: EMS I	Choose appropriate emergency medical care based on assessment findings of the patient's condition. (CLO 2)
EMDS 201: EMS II	Apply protocols/procedures to emergency situations for patients of all ages. (CLO 5)
EMDS 202: EMS Internship I	Place and administer care of advanced airway devices. (CLO 3)
EMDS 204: EMS III	Apply the protocols/procedures of ACLS, PHTLS, and PALS to pre-hospital patients. (CLO 1)
EMDS 207: EMS IV	Implement a treatment plan for emergency situations. (CLO 1)
	Show competency for National Registry Cognitive and psychomotor examination. (CLO 2)
EMDS 208: EMS Internship III	Demonstrate the ability to perform a comprehensive assessment on medical, trauma, or special consideration patients. (CLO 1)
	Safely perform advanced life support skills. (CLO 2)

Program Outcome 3:

Demonstrate knowledge of the legal aspects of EMS (ex. HIPAA), and local policy limits, to all patient encounters while recognizing and accepting personal responsibility for one's actions, or lack of action, in the practice of emergency medicine.

Course	Course Learning Outcome
EMDS 105: EMS I	Safely and effectively perform the roles and responsibilities of the EMT job description. (CLO 4)
EMDS 201: EMS II	List the roles and responsibilities of the paramedic including personal wellness, injury prevention activities, and legal and ethical issues that impact decisions made in the pre-hospital setting. (CLO 1)
EMDS 205: EMS Internship II	Demonstrate the roles and responsibilities of the paramedic including personal wellness, injury prevention activities, and legal and ethical issues that impact decisions made in the pre-hospital setting. (CLO 1)

Program Outcome 4:

Communicate in a professional, considerate, and cooperative manner with all members of the healthcare team.

Course	Course Learning Outcome (CLO)
EMDS 201: EMS II	Apply the principles of therapeutic communication to effectively communicate with patients of all ages. (CLO 3)
EMDS 202: EMS Internship I	Demonstrate professional conduct and communication skills with patient, families, healthcare team, and the community as a paramedic. (CLO 1)
EMDS 204: EMS III	Demonstrate professional communication with the healthcare team including patient report and documentation. (CLO 2)
EMDS 205: EMS Internship II	Demonstrate professional communication with the healthcare team including patient report and documentation. (CLO 4)
EMDS 207: EMS IV	Demonstrate professional communication with the healthcare team including patient report and documentation. (CLO 3)
EMDS 208: EMS Internship III	Demonstrate the ability to serve as a team leader in a variety of pre-hospital emergency situations. (CLO 3)
	Demonstrate professional communication with the healthcare team including patient report and documentation. (CLO 4)

Program Outcome 5:

Utilize knowledge of principles in asepsis, normal/abnormal anatomy and physiology, microbiology, and pharmacology.

Course	Course Learning Outcome (CLO)
EMDS 201: EMS II	Use the principles of anatomy and physiology and pharmacology for pre-hospital patient encounters. (CLO 6)
EMDS 204: EMS III	Use the principles of anatomy and physiology and pharmacology for pre-hospital patient encounters. (CLO 3)

Program Outcome #1 Rubric

Provide a safe, supportive and effective environment.

	No Evidence	Novice	Competent	Mastery
EMS Operations Psychomotor	Fails to properly identify the EMS operations and usage.	Fails to manage the EMS operations and usage.	Manages operations with minor errors and none being life threatening	Manages the ECG operations correctly and consistently
Patient Assessment Psychomotor	Patient assessment not provided or multiple errors.	The patient assessment provided with errors and slower than expectation.	Provides an appropriate and mostly accurate assessment of the patient including sick/not yet sick, ABC's, vital signs, history, and physical exam.	Provides a quick, thorough and accurate assessment of the patient including sick/not yet sick, ABC's, vital signs, history, and physical exam.
Preparatory Affective	Does not apply the standard of responsibility.	Inadequately applies standard of responsibility	Applies standards of responsibility with minor errors.	Correctly and consistently applies the standard of responsibility.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
EMDS 202	EMS II	1	2	Sections 1 Students 2	Sections 0 Students 0	Sections 0 Students 0	FT: 1 PT: 0	No
EMDS 208	EMDS Internship III	1	2	Sections 1 Students 2	Sections 0 Students 0	Sections 0 Students 0	FT: 1 PT: 0	No

Course being reported: EMDS 202 EMS Internship I

	No Evidence	Novice	Competent	Mastery	# of Students
EMS Operations	0	0	2	0	2
Patient Assessment	0	0	2	0	2
Preparatory	0	0	2	0	2

Course being reported: EMDS 208 EMS Internship III

	No Evidence	Novice	Competent	Mastery	# of Students
EMS Operations	0	0	2	0	2
Patient Assessment	0	0	1	1	2
Preparatory	0	0	2	0	2

Assessment Result

Program Outcome #1: Provide a safe, supportive and effective environment for each pre-hospital encounter.

This data is collected in EMDS 202 (1st semester) and again in EMDS 208 (3rd semester) using the same rubric. In the first semester, both students were at the competent level. By the third semester, one of the students had reached the mastery level with the remaining student remaining at the competent level.

Analysis

The results of the data are indicating the students are improving and becoming more efficient in their training. The improvements are:

- The students are gaining experience in the prehospital
- The students are gaining knowledge on how to provide competent patient care
- The students are using their knowledge that they have acquired in the classroom to their field experiences.

Use of Results for Improvement

The information gathered will be used to improve our simulations during the program. We will keep building the pool of scenarios to increase the critical thinking levels of the student.

Program Outcome #2 Rubric

Manage emergency situations using sound judgment and protocol/procedures to respond in an efficient manner.

	No Evidence	Novice	Competent	Mastery
Airway Management Psychomotor	Inability to manage the airway.	Inability to manage the airway consistently or managing the airway with errors being life threatening.	Manages the airways with minor errors and none of which are life-threatening.	Manages the airway appropriately and consistently.
ECG Recognition Psychomotor	Inability to properly identify the ECG rhythm.	Inability to manage the ECG rhythm consistently.	Manages the ECG with minor errors in which none is life threatening.	Manages the ECG correctly and consistently.
Judgement Psychomotor	Cannot assess the run or prioritize, identify problems, treatment, or plan of care.	Assess the run and identifies problems and potential treatments with consistent guidance.	Accurately assess the run and correctly identifies the need, plan of treatment, and prioritizes problems with occasional guidance.	Accurately assesses the run and correctly identifies the need, plan of treatment, and prioritizes the problems correctly with no guidance.
Medical Psychomotor	Inadequately determine patient's condition or priority.	Inconsistently able to determine the patient's condition or priority.	Consistently able to determine the patient's condition or priority minor errors.	Correctly and consistently identifies patient's condition or priority.
Pediatric Assessment Psychomotor	Inadequately determine patient's condition or priority.	Inconsistently able to determine the patient's condition or priority.	Consistently able to determine the patient's condition or priority minor errors.	Correctly and consistently identifies patient's condition or priority.
Skills Psychomotor	Does not perform entry-level Paramedic skills at the expectation level.	Meets some of the expectations for the skill level of an entry-level Paramedic.	Consistently performs at the entry-level for Paramedic skills.	Exceeds at entry-level Paramedic skills (IV, ETT, LifePak, 12-Lead Interpretation, Etc).
Special Patients Cognitive	Misidentifies patient's condition or priority causing a life-threatening condition.	Misidentifies patient's condition or priority without causing a life-threatening condition.	Identifies patient's condition or priority with minor errors	Correctly and consistently identifies patient's condition or priority.
Trauma Psychomotor	Misidentifies patient's condition or priority causing a life-threatening condition.	Misidentifies patient's condition or priority without causing a life-threatening condition.	Identifies patient's condition or priority with minor errors in which none is life threatening.	Correctly and consistently identifies patient's condition or priority.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
EMDS 202	EMS Internship I	1	2	Sections 1 Students 2	Sections 0 Students 0	Sections 0 Students 0	FT: 1 PT: 1	No
EMDS 208	EMS Internship II	1	2	Sections 1 Students 2	Sections 0 Students 0	Sections 0 Students 0	FT: 1 PT: 1	No

Course being reported: EMDS 202 EMS Internship I

	No Evidence	Novice	Competent	Mastery	# of Students
Airway management	0	0	2	0	2
ECG Recognition	0	0	2	0	2
Judgement	0	0	2	0	2
Medical	0	0	2	0	2
Skills	0	0	1	1	2

Course being reported: EMDS 208 EMS Internship III

	No Evidence	Novice	Competent	Mastery	# of Students
Airway Management	0	0	2	0	2
ECG Recognition	0	0	1	1	2
Judgement	0	0	1	1	2
Pediatric Assessment	0	0	1	1	2
Skills	0	0	1	1	2
Special Patients	0	0	1	1	2
Trauma	0	0	1	1	2

Assessment Results

Program Outcome #2: Manage emergency situations using sound judgment and protocol/procedures to respond in an efficient manner.

The same trend as program outcome one is seen with Program Outcome #2. The outcome is assessed in EMDS 202 and EMDS 208. In EMDS 202 all students scored in the competent category for airway management, ECG recognition, judgment, and medical. By EMDS 208, one student scored at the mastery level airway management, ECG recognition, judgment, pediatric, special patients, and trauma. Students are moving toward the mastery level by their third semester in the program.

Analysis

The student is coming into the program with a solid EMT training and experience with the prerequisite that are in place now. The changes that was made to the curriculum (50th percentile on the TEASE exam, BIOL 231, book changes and more scenario-based learning) are all proving to be positive. The improvement to or student learning, is showing the students can more efferently can use their critical thinking skills.

Use of Results for Improvement

The information gathered will be used to improve our simulations during the program. We will keep building the pool of scenarios to increase the critical thinking levels of the student.

Program Outcome #3 Rubric

Demonstrate knowledge of the legal aspects of EMS (ex. HIPAA), and local policy limits, to all patient encounters while recognizing and accepting personal responsibility for one's actions, or lack of action, in the practice of emergency medicine.

Criteria	No Evidence	Novice	Competent	Mastery
Patient Care Cognitive	Does not apply the standard of care.	Inadequately applies the standard of care.	Applies the standard of care with minor errors.	Correctly and consistently applies the standard of care.
Run Management Affective	Does not manage the run and needs full direction.	Manages parts of the run with an EMT partner. Requires frequent cues and direction.	Appropriately manage the run with an EMT partner. Requires occasional cues and direction.	Able to multi-task, efficient, problem solve, and effectively delegates to EMT's. Requires minimal to no cues or direction/

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved ?
EMDS 105	EMS I	3	35	Sections 3 Students 35	Sections 0 Students 0	Sections 0 Students 0	FT: 1 PT: 1	No
EMDS 202	EMDS Internship II	1	2	Sections 1 Students 2	Sections 0 Students 0	Sections 0 Students 0	FT: 1 PT: 0	No
EMDS 208	EMS Internship III	1	2	Sections 1 Students 2	Sections 0 Students 0	Sections 0 Students 0	FT: 1 PT: 0	No

Course being reported: EMDS 105 EMS I

	No Evidence	Novice	Competent	Mastery	# of Students
Patient Care	1	0	21	13	35

Course being reported: EMDS 202 EMDS Internship I

	No Evidence	Novice	Competent	Mastery	# of Students
Patient Care	0	0	2	0	2

Course being reported: EMDS 208 EMS Internship III

	No Evidence	Novice	Competent	Mastery	# of Students
Patient Care	0	0	2	0	2
Run Management	0	0	2	0	2

Assessment Result

Program Outcome #3: Demonstrate knowledge of the legal aspects of EMS (ex. HIPAA), and local policy limits, to all patient encounters while recognizing and accepting personal responsibility for one's actions, or lack of action, in the practice of emergency medicine.

This outcome data comes from EMDS 105 as noted above, EMDS 202 and EMDS 208. During EMDS 202 and 208, all students scored competent.

Program Outcome #3, EMDS 105 Course					
Year	No Evidence	Novice	Competent	Mastery	% Mastery
2016-2017	1	2	18	16	43%
2017-2018	0	0	13	12	48%
2018-2019	1	0	21	13	37%

Analysis

EMS students at this first level (EMDS 105) of learning come into the program with no prior knowledge. The students are beginning their training on how to be a part of the EMS system. EMS personnel are held to a higher level of expectancy in the conduct of their selves and the way they treat others. The EMDS 105 student must be able to take responsibility for their actions. In this analysis the students show to have done very well.

Use of Results for Improvement

The students are well within the competency category; however, I would like to see the student move to the mastery level of learning. This will be an area of concentration within the EMDS 105 course.

Program Outcome #4 Rubric

Communicate in a professional, considerate, and cooperative manner with all members of the healthcare team.

Criteria	No Evidence	Novice	Competent	Mastery
Attitude Affective	Does not provide care as part of the health care team.	Provides care to the patient with some collaboration as a team member.	Provides compassionate care to the patient while maintaining a collaborative relationship with the healthcare team.	Provides compassionate care to the patient while maintaining a highly collaborative relationship with the healthcare team
Communication Affective	Does not provide a detailed report (verbal or written).	Provides information about the patient's status with errors or missing information, illegible.	Provides an accurate detailed report (verbal and written).	Provides a concise, accurate and detailed report (verbal and written).
EMS Disaster Affective	Does not identify the standard of care.	Incorrectly identifies the standard of care	Identifies the standard of care but with minor errors.	Correctly and consistently identifies the standards of care.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
EMDS 201	EMS II	1	2	Sections 1 Students 2	Sections 0 Students 0	Sections 0 Students 0	FT: 1 PT: 0	No
EMDS 202	EMS Internship I	1	2	Sections 1 Students 2	Sections 0 Students 0	Sections 0 Students 0	FT: 1 PT: 0	No
EMDS 208	EMDS Internship III	1	2	Sections 1 Students 2	Sections 0 Students 0	Sections 0 Students 0	FT: 1 PT: 0	No

Course being reported: EMDS 201 EMS II

	No Evidence	Novice	Competent	Mastery	# of Students
Communication (Attitude)	0	0	2	0	2
EMS Disaster	0	0	2	0	2

Course being reported: EMDS 202 EMS Internship I

	No Evidence	Novice	Competent	Mastery	# of Students
Communication (Attitude)	0	0	2	0	2
Communication (Dispatch)	0	0	2	0	2

Course being reported: EMDS 208 EMS Internship III

	No Evidence	Novice	Competent	Mastery	# of Students
EMS Disaster	0	0	2	0	2

Assessment Result

Program Outcome #4: Communicate in a professional manner with all members of the health care team.

Program Outcome number #4 is assessed in EMDS 201. Both students scored competent in communication (attitude), communication (dispatch), and EMS Disasters.

Analysis

EMDS 201 is the first course within the paramedic program, the student is starting to increase their level of learning, as well as their interaction/communication with the staff at the facilities and their community. This area of communication is usually reserved for the paramedic onboard the ambulance. So, for the new paramedic student to be at the competent level is expected. To move to the area of mastery, will take some experience. The experience will come as the student progress in the program.

Use of Results for Improvement

To continue to assess the communication and professional manner with all members of the health care team throughout the program. Which is done during each simulated scenario.

Program Outcome #5 Rubric

Utilize knowledge of principles in asepsis, normal/abnormal anatomy and physiology, microbiology, and pharmacology.

Criteria	No Evidence	Novice	Competent	Mastery
Knowledge Cognitive	Demonstrates no knowledge of medical/trauma principles, pathophysiology, pharmacology, and use of medications.	Demonstrates some knowledge of medical/trauma principles, pathophysiology, pharmacology, and use of medications.	Demonstrates knowledge of medical/trauma principles, pathophysiology, pharmacology, and use of medications.	Demonstrates a high-level of medical/trauma principles, pathophysiology, pharmacology, and use of medications.
Medication Administration Cognitive	Unable to deliver medication using priority, safety, and the 8 patient rights of medication administration.	Inconsistently delivering medication using priority, safety, and the 8 patient rights of medication administration.	Correctly and consistently delivers medication using priority, safety, and the 8 patient rights of medication administration with minor errors that, none is life threatening.	Correctly and consistently delivers medication using priority, safety and the 8 patient rights of medication administration.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
EMDS 201	EMDS EMS II	1	2	Sections 1 Students 2	Sections 0 Students 0	Sections 0 Students 0	FT: 1 PT: 0	No
EMDS 205	EMDS Internship II	1	2	Sections 1 Students 2	Sections 0 Students 0	Sections 0 Students 0	FT: 1 PT: 0	No

Course being reported: EMDS 201 EMS II

	No Evidence	Novice	Competent	Mastery	# of Students
Medication Administration	0	0	2	0	2

Course being reported: EMDS 205 EMS Internship II

	No Evidence	Novice	Competent	Mastery	# of Students
Knowledge	0	0	0	2	2

Assessment Results

Program Outcome #5: Utilize knowledge of normal/abnormal anatomy and physiology and pharmacology in pre-hospital emergency care.

The data used is gathered from EMDS 201 and EMDS 205. EMDS 201 (first semester) looks at medication administration and all students were competent. EMDS 205 (2nd semester) looks at knowledge and both students progressed to the mastery level.

Analysis

In assessing the outcome of medication administration, the results are expected. In EMD 201 the student is just starting to learn the medication and the proper uses without the solid knowledge of the pathophysiology of the disease processes. Going through the program now into EMDS 205 they have the full knowledge of the diseases or condition that is requiring a medication. This is an expected result.

Use of Results for Improvement

The way the course is set up the student needs to have the basic knowledge of the medication in order to build on that foundation. We have started having conversations about sectioning the medication list to go with conditions, i.e. Respiratory, cardiac, etc.

Additional Summary Notes

Students in the 2016-17, 2017-18, and 2018-19 Paramedic cohorts showed positive student learning with 100% of students achieving competent or mastery levels during the clinical and field internships. Beginning with the 2016-17 Paramedic cohort, the program increased simulation experiences in EMDS 201, EMDS 204, and EMDS 207. The increased simulations correlate with increased student learning in the clinical and field internship areas.

The program has now admitted 22 students that have taken the TEAS exam for placement into the program and taken National Registry. The data shows students scoring less than the 50th percentile are often not successful in the program and/or on licensure exam. These students also struggle to reach mastery of any program outcome. The EMS Advisory Committee approved an entry exam score of 50th percentile in spring 2017 for implementation with the 2018-19 cohort. The benchmark score of 50th percentile will be monitored for any potential changes. The trend in this data is still holding true in 2018-2019.

The improvements made in the last three years have increased student learning from novice and competent to competent and mastery. The students are still not mastering the complete assessment matrix. In looking at the data, the faculty decided to review the mapping outcomes and artifacts used in assessment. The concern is the data is not reliable from the current artifact as it relies on multiple different preceptors using the same rubric. Preceptors have been oriented on how

to complete the form; however, the preceptors may be completing it with different standards resulting in data that is not reliable. New assessment artifact, preceptor training, mapping, and restructure of the Student Learning Outcomes (SLOs) has been approved for implementation in the fall 2019.

In 2018-2019, the faculty started to discuss the low enrollment and the low pass rate of the paramedic cohorts. One barrier to enrollment is the inability for area service providers to allow more than one person off multiple days of the week. So, the faculty started to research area colleges on their success with hybrid paramedic programs. Students in the hybrid Paramedic program will be able to come to campus for practice in skills and patient care while cognitively learning at their time of convenience. The shift to a hybrid program has shown to be a positive reflection. The program started the 2019-2020 cohort with 11 students.

Anomalies in the results that were noticed:

No anomalies were noted in the data.

Did the data that you collected and organized provide enough detailed information for the program faculty to make changes or to be confident that no changes were needed?

The data collected and analyzed over the past three academic years shows that changes that were made to the curriculum are beneficial. For instance, the EMDS 105 change in credit/contact hours shows students are performing at higher levels

(mastery). The benchmark for the Paramedic entrance examination is again supported by the 17-18 cohort's results. The first cohort admitted with the entrance examination benchmark is 2018-19. Data is pending on licensure results to determine the effect of the entrance examination benchmark.

Patterns in the data observed:

Patterns in the data included the benchmark score, increased level of mastery in EMDS 105, and a competent level in Paramedic courses. The pattern of students' performance below the 50th percentile on the entrance exam allowed the program to recommend and receive approval to institute a benchmark entry score of the 50th percentile or higher. The increase in mastery level performance in EMDS 105 assured faculty that the increase in credit/contact hours for the course had a positive benefit for the students to achieve competency assures the program is meeting the program outcomes, but faculty will continue to look for ways to increase students' performance level to mastery. The first cohort for the benchmark of the 50th percentile is fall 18-summer 19. Licensure data pending to report.

Patterns in the data for the EMDS 200 level courses are the students that complete at the mastery level have no issues with the written National Registry of EMT exam. However, if the student completes at a competent area, they have issues with passing the test. The assessment might not be as accurate and/or could be more subjective vs. objective. The faculty will be looking at using a more solid artifact rather than the preceptor's evaluation of the students' abilities. This new assessment

tool (artifact) was implemented into the 2018-2019 cohort along with preceptor training to assure the preceptors understand their role in student education. Licensure results are pending to determine correlation.

The faculty have started advising the EMDS 105 student to take BIOL 231: Anatomy & Physiology I in the same semester. Taking them at the same time will enhance the students' understanding of how the body responds to injury or disease based on anatomy and physiology knowledge. This knowledge should improve their critical thinking skills, patient care, and treatment plans. The students' ability to function at the competent/mastery level in EMDS 105 is important as these students continue to the Paramedic program courses.

What improvements or changes have been planned for the program as a result of this assessment and why do you expect that they will improve learning?

- The paramedic program will move to a hybrid modality in 2019-2020. Offering a hybrid paramedic program allows the student the ability to have a flexible schedule to better fit their work schedules, benefit from the self-directed learning activities, and advance their critical-thinking skills. The program enrollment increased to 11 students the 2019-2020 cohort.

- The faculty remapped the program with new artifacts to assess the student program learning outcomes for accuracy. The artifact is more objective to limit potential subjectivity. A more reliable evaluation will allow potential problems to be identified earlier in the program to improve student learning. As discussed earlier, students that achieve mastery level perform better on the registry examination. So, the goal of the program is to see a greater percentage of students achieve mastery level.
- The program increased the required passing score on examination in each course from 70% to 78%. Additionally, the Capstone examination at the end of the program will have a passing score of 75%.
- Data in the 2018-2019 Student Learning Outcomes Report for the Paramedic program continues to show students' learning at the competent (60%) and mastery (37%) level in the EMDS 105: Emergency Services I course.

Student Learning Outcomes (SLO) Report Addendum

Program Name: Paramedic

(1) Describe any changes (Curriculum, QM, modality, textbook, learning resources, etc.) made to your program in any previous year(s) that may have caused the (positive or negative) outcomes results in the 2018-19 SLO report. (Use as many pages as necessary to describe.)

- AAS Paramedic Program and One-year Certificate Program-Revision of Program-(See attached documents FY17-Approved EMDS 207 and FY17-Approved One-Year Certificate Paramedic)
Paramedic Program Changes (Certificate and AAS):
Benchmark score for the TEAS Entrance Examination set at 50%.
Rationale: Data shows that students that score less than a 50% on the TEAS entrance examination are at-risk for failing the NREMT certification examination.

(2) Explain how the data points align and impact the student learning outcomes or program outputs for each of the changes listed above in section (1.). (*Output data do not directly and specifically measure changes in student learning. Output data are the indirect results of program activities and are measured by enrollment, retention rate, graduation data, and external exam pass rates, etc.*)

- Additionally, the program monitors pass rates for the Paramedics. Currently, the pattern has been recognized that students achieving the mastery level while in the program have no problems passing their certification examination on the first attempt. Students that achieve competent during the program can pass their certification examination sometimes on multiple attempts. Students that achieve novice or no evidence are not able to pass their certification examination.
- Several changes were planning on being made in fall 19 to improve the student learning for cohort 19-20.



THREE RIVERS COLLEGE

Practical Nursing

Program Level SLO Report

Larissa Brown – Program Manager

2019

Program Purpose Statement

The purpose of the Practical Nursing program at Three Rivers College is to prepare students to achieve a one-year certificate in Practical Nursing and be successful in obtaining licensure as a Licensed Practical Nurse. The Practical Nursing program instills knowledge, skills, and professional values to prepare individuals to enter the workforce and provide safe, effective nursing care for clients in a variety of healthcare settings.

Program Outcomes

1. Utilize the nursing process to provide safe client care within a healthcare team. (Application)
2. Interpret clients' diverse backgrounds across the lifespan to provide individualized nursing care. (Application)
3. Use effective communication as a member of the healthcare team. (Application)
4. Demonstrate safe, effective nursing care within the scope of practice for the practical nurse while maintaining legal/ethical standards. (Application)
5. Discover strategies to promote personal success. (Application)
6. Apply basic knowledge of mathematics; anatomy and physiology; and human growth and development to the practical nurse role. (Application)

Practical Nursing: Program Outcomes Mapping

Program Outcome 1: Utilize the nursing process to provide safe client care within a healthcare team. (Application)	
Course	Course Learning Outcome (CLO)
PNRS 105: Personal and Vocational Concepts	Describe the role of the licensed practical nurse as an effective member of the healthcare team. (CLO 3)
	Identify the practical nurse's role in utilizing the nursing process. (CLO 4)
PNRS 115: Fundamentals of Nursing	Demonstrate safe nursing care to meet the basic physiological needs of the client. (CLO 1)
	Identify the teaching-learning process to address individualized client needs. (CLO 3)
	Understand basic nutrition to promote optimal health in clients. (CLO 5)
PNRS 116: Pediatrics	Demonstrate safe nursing care for the pediatric client. (CLO 2)
PNRS 117: IV Therapy	Summarize knowledge of parental solutions. (CLO 2)
	Recognize potential intravenous therapy-related local and systemic complications. (CLO 4)
PNRS 118: Medical Surgical Nursing I	Identify various types of equipment used for intravenous therapy. (CLO 5)
	Demonstrate safe, individualized nursing care to clients with select medical-surgical disorders. (CLO 1)
PNRS 119: Medical Surgical Nursing II	Relate health promotion and maintenance strategies to the medical-surgical client. (CLO 4)
	Demonstrate safe, individualized nursing care to clients with select medical-surgical disorders. (CLO 1)
PNRS 125: Maternal-Newborn Nursing	Relate health promotion and maintenance strategies to the medical-surgical client. (CLO 4)
	Discuss normal reproduction and expected physiological changes in pregnancy. (CLO 1)
	Discuss health promotion strategies specific to sexually transmitted infections. (CLO 2)
	Summarize various methods of contraception. (CLO 3)
	Demonstrate safe nursing care with the postpartum client. (CLO 5)
PNRS 126: Pharmacology	Apply nursing knowledge to the care of the newborn. (CLO 6)
	Summarize basic principles of pharmacology. (CLO 1)
PNRS 127: Mental Health	Identify medications based on pharmacological classifications and representative medications. (CLO 3)
	Utilize the nursing process to assist in planning individualized care to clients with mental health disorders. (CLO 1)
	Identify various types of common mental health illnesses. (CLO 3)

**Program Outcome 2:
Interpret clients' diverse backgrounds across the lifespan to provide individualized nursing care. (Application)**

Course	Course Learning Outcome (CLO)
PNRS 105: Personal and Vocational Concepts	Discuss cultural diversity and spirituality. (CLO 8)
PNRS 115: Fundamentals of Nursing	Recognize adaptations in nursing care associated with the geriatric client. (CLO 4)
PNRS 116: Pediatrics	Explain adaptations of care for the pediatric client. (CLO 3)

**Program Outcome 3:
Use effective communication as a member of the healthcare team. (Application)**

Course	Course Learning Outcome
PNRS 115: Fundamentals of Nursing	Use effective communication skills in the clinical setting. (CLO 2)
PNRS 118: Medical Surgical Nursing I	Apply therapeutic communication when caring for a medical-surgical client. (CLO 2)
PNRS 119: Medical Surgical Nursing II	Apply therapeutic communication when caring for a medical-surgical client. (CLO 2)
PNRS 127: Mental Health	Discuss therapeutic communication strategies used in the mental health setting. (CLO 2)

**Program Outcome 4:
Demonstrate safe, effective nursing care within the scope of practice for the
practical nurse while maintain legal/ethical standards. (Application)**

Course	Course Learning Outcome (CLO)
PNRS 105: Personal and Vocational Concepts	Discuss the legal and ethical frameworks related to nursing practice. (CLO 6)
	Explain quality improvement processes. (CLO 7)
PNRS 117: IV Therapy	Recognize the scope of practice for the licensed practical nurse in performing intravenous therapy. (CLO 1)
	Demonstrate safe peripheral venous access, maintenance, and discontinuation. (CLO 3)
PNRS 118: Medical Surgical Nursing I	Demonstrate the role of the practical nurse in the medical-surgical setting. (CLO 3)
PNRS 119: Medical Surgical Nursing II	Demonstrate the role of the practical nurse in the medical-surgical setting. (CLO 3)
PNRS 125: Maternal- Newborn Nursing	Describe the role of the Licensed Practical Nurse in assisting with the labor and delivery process. (CLO 4)
PNRS 126: Pharmacology	Apply nursing implications related to pharmacological therapy. (CLO 2)
PNRS 128: Leadership	Recognize leadership roles of the Licensed Practical Nurse. (CLO 1)
	Employ strategies for the transition into the role of the graduate practical nurse. (CLO 2)

**Program Outcome 5:
Discover strategies to promote personal success. (Application)**

Course	Course Learning Outcome (CLO)
PNRS 105: Personal and Vocational Concepts	Identify strategies that will help ensure success in the practical nurse program. (CLO 1)
	Discuss nursing history and trends. (CLO 2)
PNRS 128: Leadership	Explore the NCLEX-PN test plan in preparation for the NCLEX-PN. (CLO 3)

**Program Outcome 6:
Apply basic knowledge of mathematics; anatomy and physiology; and human growth and development to the practical nurse role. (Application)**

Course	Course Learning Outcome (CLO)
PNRS 107: Body Structure and Function	Describe basic gross anatomy and basic microscopic anatomy of the human body. (CLO 1)
	Explain the basic principle of physiology associated with each body system. (CLO 2)
	Recall a basic knowledge of vocabulary associated with anatomy and physiology. (CLO 3)
PNRS 115: Fundamentals of Nursing	Solve mathematical calculations related to medication administration. (CLO 6)
PNRS 116: Pediatrics	Recognize normal growth and development milestones. (CLO 1)
PNRS 117: IV Therapy	Demonstrate knowledge of basic intravenous therapy calculations. (CLO 6)

Program Outcome #1

Utilize the nursing process to provide safe client care within a healthcare team.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
PNRS 128	Leadership	1	19	Sections: 1 Students: 19	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 3 PT: 0	Y

Artifact: ATI Predictor Examination

NCLEX-PN Categories				
Course	No Evidence <55%	Novice 55-59.9%	Competent 60-64.9%	Mastery >65%
Safety and Infection Control	0	0	5	14
Health Promotion and Maintenance	1	0	3	15
Psychosocial Integrity	0	0	0	19
Basic Care and Comfort	3	0	4	12
Physiological Adaptation	7	0	3	9
Reduction of Risk Potential	5	5	6	3

Artifact: NCLEX-PN Examination Results

NCLEX-PN Categories				
Course	No Evidence 0-30	Novice 31-49	Competent 50-65	Mastery >65%
Safety and Infection Control				
Health Promotion and Maintenance				
Psychosocial Integrity				
Basic Care and Comfort				
Physiological Adaptation				
Reduction of Risk Potential				

This data is represented as a percentile rank on the Mountain Measurement report. According to the report, students scoring at the 50th percentile or higher are likely to pass the NCLEX-PN, the program used the 50th percentile as the cut-off mark for competency in each NCLEX-PN category.

Assessment Result

Program Outcome #1: Utilize the nursing process to provide safe client care within a healthcare team.

Analysis:

In the categories of Safety and Infection Control, Health Promotion and Maintenance, and Basic Care and Comfort, student scores were similar or slightly better when compared to the 2018 cohort.

The category of Psychosocial Integrity had a significant improvement in scores when compared to the 2018 cohort. 100% of students in the 2019 cohort scored in the mastery level for this category as compared to 46% in the 2018 cohort. Based on the 2018 assessments, changes were made in the program to the PNRS 127: Mental Health Nursing Course. The course was moved from the fall semester (end of program) to the spring semester (beginning of program) so that the content could be integrated into other classes later in the program. The change in course sequence allowed students time to learn the content and time to reinforce the learning throughout the program. Additionally, the content within the course was realigned and decreased to match the NCLEX-PN content. In 2018, the students completed the clinical rotation for the Mental Health Course with one inpatient and one outpatient clinical day. In 2019, the program changed the Mental Health clinical rotation to two inpatient clinical days. It was identified that there were more learning opportunities for the students in this area with

an instructor present. It should also be noted the instructor for this course was more experienced than the previous year.

A concern discovered in the data was the results of the Physiological Adaptation and Reduction of Risk Potential categories. Both categories had 100% mastery in 2018. The 2019 cohort scored 47% mastery in Physiological Adaptation and 15% mastery in Reduction of Risk Potential. The faculty believe the lack of clinical opportunities and the timing of the ATI Predictor Examination attributed to this decline. The students were unable to have a clinical rotation on a post-surgical unit due to the clinical site closing the floor temporarily. A majority of the content in the Physiological Adaptation and Reduction of Risk Potential categories are reinforced on this unit. The 2019 ATI Predictor Examination was administered directly after final examinations and before the students' preceptor clinical rotation and NCLEX-PN review due to changes in the PRNS 128: Leadership and Management course. The faculty believe the timing of the exam had an impact on student performance. The students were fatigued mentally and physically and also did not have a chance to apply their learning during their preceptor rotation. The students' preceptor rotation and NCLEX-PN review reinforces and solidifies NCLEX-PN content for the student.

Use of Results for Improvement:

The content relevant to the categories of Safety and Infection Control, Health Promotion and Maintenance, and Basic Care and Comfort will continue to be integrated throughout the program. This content is taught at the beginning of the first semester and has the potential to be forgotten by the end of the program. To help ensure this does not happen, the content will be reinforced when appropriate with new content.

The previous changes made to the PNRS 127: Mental Health course appears to have increased the scores in the Psychosocial Integrity category. At this time, the program will keep those changes in place and continue to monitor the data.

Due to the decline in Physiological Adaptation and Reduction of Risk Potential categories, the faculty believe changes need to be made throughout the curriculum. The clinical schedule will be reviewed to determine when and how to incorporate the post-surgical floor into the rotation if the unit is closed again. The faculty will also review the current simulation used in PNRS 119: Medical Surgical Nursing II to ensure nursing skills are incorporated to allow exposure of content for all students. Faculty will change the structure of the simulation and allow students to repeat parts of the simulation after debriefing. The faculty believe being able to correct their mistakes will

improve learning of that content. The faculty will also continue to discuss potentially adding a simulation to the leadership management course.

Maternal/child content is also seen in the NCLEX-PN categories of Physiological Adaptation and Reduction of Risk Potential. The faculty will review the lesson plans for this course and determine if any content can be changed or removed to further facilitate appropriate learning and scope of practice.

The faculty will also be implementing Elsevier Adaptive Quizzing in the PNRS 115: Fundamentals of Nursing, PNRS 118: Medical Surgical Nursing I, and PNRS 119: Medical Surgical Nursing II courses. The Adaptive Quizzing program is intended to expose the students to computerized NCLEX-PN examinations, increase critical thinking, and allow for student remediation with the instructors.

Program Outcome #2

Interpret clients' diverse backgrounds across the lifespan to provide individualized nursing care.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
PNRS 128	Leadership	1	19	Sections: 1 Students: 19	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 3 PT: 0	Y

Artifacts: ATI Predictor Examination

NCLEX-PN Categories				
Course	No Evidence <55%	Novice 55-59.9%	Competent 60-64.9%	Mastery >65%
Psychosocial Integrity	0	0	0	19

Artifact: NCLEX-PN Examination Results

NCLEX-PN Categories				
Course	No Evidence 0-30	Novice 31-49	Competent 50-65	Mastery >65%
Psychosocial Integrity				

This data is represented as a percentile rank on the Mountain Measurement report. According to the report, students scoring at the 50th percentile or higher are likely to pass the NCLEX-PN, the program used the 50th percentile as the cut-off mark for competency in each NCLEX-PN category.

Assessment Result

Program Outcome #2: Interpret clients' diverse backgrounds across the lifespan to provide individualized nursing care.

Analysis:

The category of Psychosocial Integrity had a significant improvement in scores when compared to the 2018 cohort. 100% of students in the 2019 cohort scored in the mastery level for this category as compared to 46% in the 2018 cohort. Based on the 2018 assessments, changes were made in the program to the PNRS 127: Mental Health Nursing Course. The course was moved from the fall semester (end of program) to the spring semester (beginning of program) so that the content could be integrated into other classes later in the program. The change in course sequence allowed students time to learn the content and time to reinforce the learning throughout the program. Additionally, the content within the course was realigned and decreased to match the NCLEX-PN content. In 2018, the students completed the clinical rotation for the Mental Health Course with one inpatient and one outpatient clinical day. In 2019, the program changed the Mental Health clinical rotation to two inpatient clinical days. It was identified that there were more learning opportunities for the students in this area with an instructor present. It should also be noted the instructor for this course was more experienced than the previous year.

Use of Results for Improvement:

The previous changes made to the PNRS 127: Mental Health course appears to have increased the scores in the Psychosocial Integrity category. At this time, the program will keep those changes in place and continue to monitor the data.

Program Outcome #3

Use effective communication as a member of the healthcare team.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
PNRS 128	Leadership	1	19	Sections: 1 Students: 19	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 3 PT: 0	Y

Artifacts: ATI Predictor Examination

NCLEX-PN Categories				
Course	No Evidence <55%	Novice 55-59.9%	Competent 60-64.9%	Mastery >65%
Psychosocial Integrity	0	0	0	19

Artifact: NCLEX-PN Examination Results

NCLEX-PN Categories				
Course	No Evidence 0-30	Novice 31-49	Competent 50-65	Mastery >65%
Psychosocial Integrity				

This data is represented as a percentile rank on the Mountain Measurement report. According to the report, students scoring at the 50th percentile or higher are likely to pass the NCLEX-PN, the program used the 50th percentile as the cut-off mark for competency in each NCLEX-PN category.

Assessment Result

Program Outcome #3: Use effective communication as a member of the healthcare team.

Analysis:

The category of Psychosocial Integrity had a significant improvement in scores when compared to the 2018 cohort. 100% of students in the 2019 cohort scored in the mastery level for this category as compared to 46% in the 2018 cohort. Based on the 2018 assessments, changes were made in the program to the PNRS 127: Mental Health Nursing Course. The course was moved from the fall semester (end of program) to the spring semester (beginning of program) so that the content could be integrated into other classes later in the program. The change in course sequence allowed students time to learn the content and time to reinforce the learning throughout the program. Additionally, the content within the course was realigned and decreased to match the NCLEX-PN content. In 2018, the students completed the clinical rotation for the Mental Health Course with one inpatient and one outpatient clinical day. In 2019, the program changed the Mental Health clinical rotation to two inpatient clinical days. It was identified that there were more learning opportunities for the students in this area with an instructor present. It should also be noted the instructor for this course was more experienced than the previous year.

Use of Results for Improvement:

The previous changes made to the PNRS 127: Mental Health course appears to have increased the scores in the Psychosocial Integrity category. At this time, the program will keep those changes in place and continue to monitor the data.

Program Outcome #4

Demonstrate safe, effective nursing care within the scope of practice for the practical nurse while maintaining legal/ethical standards.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
PNRS 128	Leadership	1	19	Sections: 1 Students: 19	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 3 PT: 0	Y
PNRS 117	IV Therapy	1	21	Sections: 1 Students: 21	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 0	Y
PNRS 126	Pharmacology	1	21	Sections: 1 Students: 21	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 0	Y

Artifacts: ATI Predictor Examination

NCLEX-PN Categories				
Course	No Evidence <55%	Novice 55-59.9%	Competent 60-64.9%	Mastery >65%
Coordinated Care	0	0	0	19
Pharmacological Therapies	1	1	2	15

Artifact: NCLEX-PN Examination Results

NCLEX-PN Categories				
Course	No Evidence 0-30	Novice 31-49	Competent 50-65	Mastery >65%
Coordinated Care				
Pharmacological Therapies				

This data is represented as a percentile rank on the Mountain Measurement report. According to the report, students scoring at the 50th percentile or higher are likely to pass the NCLEX-PN, the program used the 50th percentile as the cut-off mark for competency in each NCLEX-PN category.

Artifact: IV Therapy Final Exam

80% is minimum score in order to proceed in the program with a maximum of 3 attempts allowed. Achieving Mastery would mean scoring the 80% minimum on the 1st attempt.

IV Therapy Final Exam				
Course	No Evidence Did not achieve 80% minimum	Novice 3 rd Attempt ≥80%	Competent 2 nd Attempt ≥80%	Mastery 1 st Attempt ≥80%
IV Therapy	0	1	0	20

Artifact: Pharmacology Class Retention

Course	Unsuccessful*	Successful
Pharmacology	1	20

Unsuccessful includes withdrawals related to other classes as faculty identified students struggled to balance the rigor of the Pharmacology class against other classes, which further contributed to a difficult to identify but lowered success rate in other classes.

Assessment Result

Program Outcome #4: Demonstrate safe, effective nursing care within the scope of practice for the practical nurse while maintaining legal/ethical standards.

Analysis:

The Coordinated Care category has improved from 54% mastery in 2018 to 100% mastery in 2019. Based on 2018 results, faculty ensured that the Coordinated Care content taught at the beginning of the program was integrated and reinforced throughout the program in 2019.

The Pharmacological Therapies category showed similar results in 2019 (79% mastery) when compared to 2018 (77% mastery). 95% of students were successful in the pharmacology course as compared to 82% in 2018. 95% of the students passed the IV Therapy Final Examination in the first attempt which is equal to 2018 results. It should be noted the same student was unsuccessful on the IV Therapy and PNRS 126: Pharmacology course. Based on the 2018 results, changes were made to the Pharmacology course including changing the textbook, changing course and lesson outcomes, extending the number of weeks the course is taught, and ensuring only one instructor taught the course instead of three. Based on the current data, faculty believe no changes need to be made at this time.

Use of Results for Improvement:

The faculty will continue to integrate the content from the Coordinated Care category and keep the changes made to the Pharmacology course in 2018. No further action will be taken unless future data shows otherwise.

Program Outcome #5

Discover strategies to promote personal success.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
PNRS 128	Leadership	1	19	Sections: 1 Students: 19	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 3 PT: 0	Y

Artifacts: ATI Predictor Examination

Overall Performance				
Course	No Evidence <55%	Novice 55-59.9%	Competent 60-64.9%	Mastery >65%
Total Score	0	0	0	19

Artifact: NCLEX-PN Examination Results

Course	Unsuccessful	Successful*
Total Score		

*First time pass rate

Assessment Result

Program Outcome #5: Discover strategies to promote personal success.

Analysis:

100% of the students scored mastery for overall performance on the ATI Predictor Examination. This shows a high probability that all the students will pass the NCLEX-PN on the first attempt.

Use of Results for Improvement:

No changes will be made from this data.

Program Outcome #6

Apply basic knowledge of mathematics; anatomy and physiology; and human growth and development to the practical nurse role.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
PNRS 128	Leadership	1	19	Sections: 1 Students: 19	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 3 PT: 0	Y
PNRS 115	Fundamentals	1	21	Sections: 1 Students: 21	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 3 PT: 0	Y

Artifacts: ATI Predictor Examination

NCLEX-PN Categories				
Course	No Evidence <55%	Novice 55-59.9%	Competent 60-64.9%	Mastery >65%
Pharmacological Therapies	1	1	2	15
Physiological Adaptation	7	0	3	9
Health Promotion and Maintenance	1	0	3	15

Artifact: NCLEX-PN Examination Results

NCLEX-PN Categories				
Course	No Evidence 0-30	Novice 31-49	Competent 50-65	Mastery >65%
Pharmacological Therapies				
Physiological Adaptation				
Health Promotion and Maintenance				

This data is represented as a percentile rank on the Mountain Measurement report. According to the report, students scoring at the 50th percentile or higher are likely to pass the NCLEX-PN, the program used the 50th percentile as the cut-off mark for competency in each NCLEX-PN category.

Artifact: Fundamentals Dosage Calculation Exam

80% is minimum score in order to proceed in the program with a maximum of three attempts allowed. Achieving Mastery would mean scoring the 80% minimum on the first attempt.

Dosage Calculation Examination				
Course	No Evidence Did not achieve 80% minimum	Novice 3 rd Attempt >80%	Competent 2 nd Attempt >80%	Mastery 1 st Attempt >80%
Fundamentals	0	0	1	20

Assessment Result

Program Outcome #6: Apply basic knowledge of mathematics; anatomy and physiology; and human growth and development to the practical nurse role.

Analysis:

The Pharmacological Therapies category showed similar results in 2019 (79% mastery) when compared to 2018 (77% mastery). 95% of students were successful in the pharmacology course as compared to 82% in 2018. 95% of the students passed the IV Therapy Final Examination in the first attempt which is equal to 2018 results. It should be noted the same student was unsuccessful on the IV Therapy and PNRS 126: Pharmacology course. Based on the 2018 results, changes were made to the Pharmacology course including changing the textbook, changing course and lesson outcomes, extending the number of weeks the course is taught, and ensuring only one instructor taught the course instead of three. Based on the current data, faculty believe no changes need to be made at this time.

A concern discovered in the data was the results of the Physiological Adaptation. In 2018, the students scored 100% mastery in Physiological Adaptation compared to the 2019 cohort of 47% mastery. The faculty believe the lack of clinical opportunities and the timing of the ATI Predictor Examination attributed to this decline. The students were unable to have a clinical rotation on a post-surgical unit due to the clinical site closing the floor temporarily. A majority of the content in the Physiological Adaptation category is reinforced on this unit. The 2019 ATI Predictor Examination was administered directly after final examinations and before the students' preceptor clinical rotation and NCLEX-PN review due to changes in the PRNS 128: Leadership and Management course. The faculty believe the timing of the exam had an impact on student performance. The students were fatigued mentally and physically and did not have a chance to apply their learning during their preceptor rotation. The students' preceptor rotation and NCLEX-PN review reinforces and solidifies NCLEX-PN content for the student.

In the category of Health Promotion and Maintenance, student scores were similar or slightly better when compared to the 2018 cohort.

Use of Results for Improvement:

The faculty will continue to integrate the content from the Coordinated Care category and keep the changes made to the Pharmacology course in 2018. No further action will be taken unless future data shows otherwise.

Due to the decline in the Physiological Adaptation category, the faculty believe changes need to be made throughout the curriculum. The clinical schedule will be reviewed to determine when and how to incorporate the post-surgical floor into the rotation if the unit is closed again. The faculty will also review the current simulation used in PNRS 119: Medical

Surgical Nursing II to ensure nursing skills are incorporated to allow exposure of content for all students. Faculty will change the structure of the simulation and allow students to repeat parts of the simulation after debriefing. The faculty believe being able to correct their mistakes will improve learning of that content. The faculty will also continue to discuss potentially adding a simulation to the leadership management course.

Maternal/child content is also seen in the NCLEX-PN category of Physiological Adaptation. The faculty will review the lesson plans for this course and determine if any content can be changed or removed to further facilitate appropriate learning and scope of practice.

The faculty will also be implementing Elsevier Adaptive Quizzing in the PNRS 115: Fundamentals of Nursing, PNRS 118: Medical Surgical Nursing I, and PNRS 119: Medical Surgical Nursing II courses. The Adaptive Quizzing program is intended to expose the students to computerized NCLEX-PN

examinations, increase critical thinking, and allow for student remediation with the instructors.

The content relevant to the category of Health Promotion and Maintenance will continue to be integrated throughout the program. This content is taught at the beginning of the first semester and has the potential to be forgotten by the end of the program. To help ensure this does not happen, the content will be reinforced when appropriate with new content.

Summary of Results

The program looks at several indicators for program assessment including the Dosage Calculation Examination, IV Therapy Examination, Pharmacology attrition rates, the ATI Predictor Examination, and the Mountain Measurement Report as well as NCLEX-PN first time pass rates. The ATI Predictor Examination is designed to replicate the NCLEX-PN in test questions and categories. This examination is administered at the completion of the program just prior to graduation to determine if the program outcomes have been met. The following are the results of these data collection points:

- ATI Predictor examination:
 - 74% of students scored mastery in Safety and Infection Control (Program Outcome 1).
 - 79% of students scored mastery in Health Promotion and Maintenance (Program Outcome 1 & 6).
 - 100% of students scored mastery in Psychosocial Integrity (Program Outcome 1, 2, 3).
 - 63% of students scored mastery in Basic Care and Comfort (Program Outcome 1).
 - 47% of students scored mastery in Physiological Adaptation (Program Outcome 1 & 6).
 - 15% of students scored mastery in Reduction of Risk Potential (Program Outcome 1)

- 100% of students scored mastery in Coordinated Care (Program Outcome 4).
- 79% of students scored mastery in Pharmacological Therapies (Program Outcome 4 & 6).

- 20 out of 21 students (95%) passed the IV Therapy Final Exam on the first attempt (Program Outcome 4).
- 20 out of 21 students (95%) was successful in the Pharmacology course (Program Outcome 4).
- 20 out of 21 students (95%) passed the Dosage Calculation Exam on the first attempt (Program Outcome 6).
- NCLEX-PN Examination:
 - Will be added when Mountain Measure Report is received.

The mastery category is specifically noted in the ATI Predictor Examination results as it provides the best opportunity for the students to pass the NCLEX-PN on their first attempt. The competent category shows the student is probable to pass on their first attempt as well but at a lower rate.

Summary of Analysis

The faculty identified positive results from the changes made based on the 2018 results.

Based on the 2019 results, the faculty will focus on the clinical areas in which Physiological Adaptation and Reduction of Risk Potential are represented. Different approaches in the clinical site and simulation area will be reviewed to hopefully increase learning in these two NCLEX-PN categories.

In the categories of Safety and Infection Control, Health Promotion and Maintenance, and Basic Care and Comfort, student scores were similar or slightly better when compared to the 2018 cohort.

The category of Psychosocial Integrity had a significant improvement in scores when compared to the 2018 cohort. 100% of students in the 2019 cohort scored in the mastery level for this category as compared to 46% in the 2018 cohort. Based on the 2018 assessments, changes were made in the program to the PNRS 127: Mental Health Nursing Course. The course was moved from the fall semester (end of program) to the spring semester (beginning of program) so that the content could be integrated into other classes later in the program. The change in course sequence allowed students time to learn the content and time to reinforce the learning throughout the program. Additionally, the content within the course was realigned and decreased to match the NCLEX-PN content. In 2018, the

students completed the clinical rotation for the Mental Health Course with one inpatient and one outpatient clinical day. In 2019, the program changed the Mental Health clinical rotation to two inpatient clinical days. It was identified that there was more learning opportunities for the students in this area with an instructor present. It should also be noted the instructor for this course was more experienced than the previous year.

A concern discovered in the data was the results of the Physiological Adaptation and Reduction of Risk Potential categories. Both categories had 100% mastery in 2018. The 2019 cohort scored 47% mastery in Physiological Adaptation and 15% mastery in Reduction of Risk Potential. The faculty believe the lack of clinical opportunities and the timing of the ATI Predictor Examination attributed to this decline. The students were unable to have a clinical rotation on a post-surgical unit due to the clinical site closing the floor temporarily. A majority of the content in the Physiological Adaptation and Reduction of Risk Potential categories are reinforced on this unit. The 2019 ATI Predictor Examination was administered directly after final examinations and before the students' preceptor clinical rotation and NCLEX-PN review due to changes in the PRNS 128: Leadership and Management course. The faculty believe the timing of the exam had an impact on student performance. The students were fatigued mentally and physically and did not have a chance to apply their learning during their preceptor rotation. The students'

preceptor rotation and NCLEX-PN review reinforces and solidifies NCLEX-PN content for the student.

The Coordinated Care category has improved from 54% mastery in 2018 to 100% mastery in 2019. Based on 2018 results, faculty ensured that the Coordinated Care content taught at the beginning of the program was integrated and reinforced throughout the program in 2019.

The Pharmacological Therapies category showed similar results in 2019 (79% mastery) when compared to 2018 (77% mastery). 95% of students were successful in the pharmacology course as compared to 82% in 2018. 95% of the students passed the IV Therapy Final Examination in the first attempt which is equal to 2018 results. It should be noted the same student was unsuccessful on the IV Therapy and PNRS 126: Pharmacology course. Based on the 2018 results, changes were made to the Pharmacology course including changing the textbook, changing course and lesson outcomes, extending the number of weeks the course is taught, and ensuring only one instructor taught the course instead of three. Based on the current data, faculty believe no changes need to be made at this time.

100% of the students scored mastery for overall performance on the ATI Predictor Examination. This shows a high probability that all the students will pass the NCLEX-PN on the first attempt.

Are there any anomalies in the results that were noticed?

The faculty noticed a significant drop in the number of students achieving mastery in the categories of Physiological Adaptation and Reduction of Risk Potential. The 2018 cohort had 100% mastery in both categories while the 2019 cohort had 47% and 15% mastery in the respective categories. After analysis of these NCLEX-PN categories, the faculty believe the reasons for the drop was the lack of clinical opportunity/exposure and the timing of the NCLEX-PN review. As stated earlier, the post-operative medical/surgical floor at the clinical site was closed during our rotation. This means students did not get the experience of caring for multiple post-surgical patients. The ATI Predictor examination was also administered earlier in the program due to curriculum changes made last year so students did not get the opportunity to do their preceptor rotation and the live NCLEX-PN review before taking the ATI Predictor Examination like the 2018 cohort did.

Did the data that you collected and organized provide enough detailed information for the program faculty to make changes or to be confident that no changes were needed?

Yes, the data did give enough evidence in all the categories to determine the needed changes or no changes needed.

Were there any patterns in the data observed?

There was one pattern noted in the examinations in the program that require an 80% passing score within three attempts (IV Therapy and Dosage Calculations.) On these two exams, the same student took two to three attempts to pass the examinations. The student was eventually unsuccessful in the program.

Use of Results for Improvement

The faculty plan to make a few changes to the clinical portion of the curriculum to ensure the students are having the opportunities/experiences needed to apply classroom theory. The faculty will also make improvements to the PNRS 125: Maternal/Child lesson plans to allow for increased learning in the categories of Reduction of Risk Potential and Physiological Adaptation. Lastly, the faculty have decided to change the ATI Predictor Examination to the HESI Comprehensive Predictor Examination and change the end of year NCLEX-PN review to the Hurst review from Nursing Education Consultants.

What improvements or changes have been planned for the program as a result of this assessment and why do you expect that they will improve learning?

The content relevant to the categories of Safety and Infection Control, Health Promotion and Maintenance, and Basic Care and Comfort will continue to be integrated throughout the program. This content is taught at the beginning of the first semester and has the potential to be forgotten by the end of the program. To help ensure this does not happen, the content will be reinforced when appropriate with new content.

The previous changes made to the PNRS 127: Mental Health course appears to have increased the scores in the Psychosocial Integrity category. At this

time, the program will keep those changes in place and continue to monitor the data.

Due to the decline in Physiological Adaptation and Reduction of Risk Potential categories, the faculty believe changes need to be made throughout the curriculum. The clinical schedule will be reviewed to determine when and how to incorporate the post-surgical floor into the rotation if the unit is closed again. The faculty will also review the current simulation used in PNRS 119: Medical Surgical Nursing II to ensure nursing skills are incorporated to allow exposure of content for all students. Faculty will change the structure of the simulation and allow students to repeat parts of the simulation after debriefing. The faculty believe being able to correct their mistakes will improve learning of that content. The faculty will also continue to discuss potentially adding a simulation to the leadership management course.

Maternal/child content is also seen in the NCLEX-PN categories of Physiological Adaptation and Reduction of Risk Potential. The faculty will review the lesson plans for this course and determine if any content can be changed or removed to further facilitate appropriate learning and scope of practice.

The faculty will also be implementing Elsevier Adaptive Quizzing in the PNRS 115: Fundamentals of Nursing, PNRS 118: Medical Surgical Nursing I, and

PNRS 119: Medical Surgical Nursing II courses. The Adaptive Quizzing program is intended to expose the students to computerized NCLEX-PN examinations, increase critical thinking, and allow for student remediation with the instructors.

The faculty will continue to integrate the content from the Coordinated Care category and keep the changes made to the Pharmacology course in 2018. No further action will be taken unless future data shows otherwise.

The Practical Nursing program is moving to the HURST NCLEX-PN live review course along with the Associate Degree Nursing program. The change in live review companies is being implemented based on research into live NCLEX review courses. The HURST review is considered one of the gold-standard review courses whereas our current review company, Nursing Education Consultants, does not even appear in the research.

What is the proposed timeline for the changes outlined above?

The changes will take effect for the current 2020 cohort. The information will be reviewed again next year to determine if changes were positive.