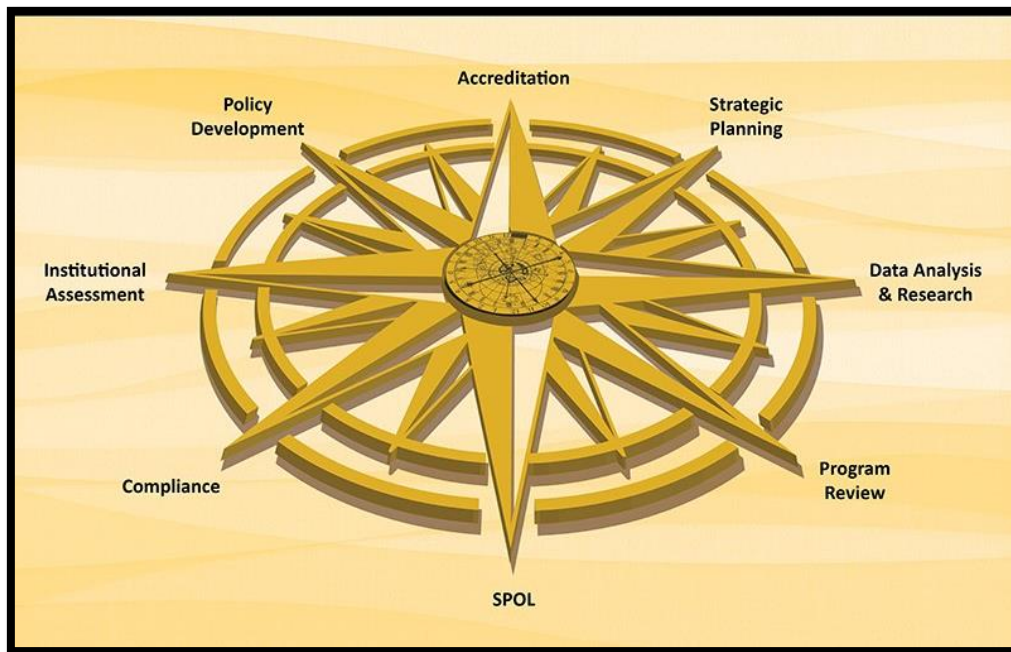


THREE RIVERS COLLEGE

Office of Institutional Effectiveness



Student Learning Outcomes Report

2015-2016

Introduction

Student Learning Outcomes Report

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 the purpose of reporting overall results for program-specific outcomes determined by the faculty. These reports are reviewed by the program faculty, Department Chairs, the Dean of Academic Instruction, the Office of Institutional Effectiveness, as well as the Student Learning Improvement Committee. Feedback is provided for the purpose of improvement.

Programs that submitted reports for the 2015-2016 academic year.

- [Accounting Technology AAS](#)
- [Agriculture Systems AAS](#)
- [Business Management AAS](#)
- [Criminal Justice AAS](#)
- [Early Childhood Development AAS](#)
- [Education AAT](#)
- [Environment Occupation Health & Safety AAS](#)
- [Fire Science AAS](#)
- [Forestry Technology AAS](#)
- [Information Systems Technology AAS](#)
- [Information Technology Specialist AAS](#)
- [Medical Laboratory Technology AAS](#)
- [Nursing AAS](#)
- [Paramedic AAS](#)
- [Practical Nursing](#)

Three Rivers College

THE COMMUNITY COLLEGE OF SOUTHEAST MISSOURI

**Accounting Technology
Program Level SLO Report
Terri Smith – Program Manager**

2015-2016

Program Purpose Statement

The Accounting Technology program is designed for students planning a career that requires expertise in accounting, information systems, and/or communication. Possible areas of employment include health care, banking, manufacturing, merchandising, and public accounting.

Program Outcomes

1. Perform financial accounting and management functions using report format and procedures
2. Communicate business information effectively within a business environment.
3. Demonstrate knowledge of accounting systems for service, merchandising and manufacturing companies operating as sole proprietorships, partnerships, or enterprises.
4. Utilize current income tax resources to prepare personal income tax returns.
5. Use technology to solve complex business issues, report, and display these solutions in an appropriate manner.
6. Demonstrate knowledge of accounting as it relates to payroll.

Program Outcome #1

Perform financial accounting and management functions using report format and procedures.

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 211	Principles of Accounting I	3	71	Sections: 2 Students : 44	Sections: 1 Students : 27	Sections: 0 Students: 0	FT: 0 PT: 1	No
ACCT 212	Principles of Accounting II	3	61	Sections: 2 Students : 37	Sections: 1 Students : 24	Sections: 0 Students: 0	FT: 1 PT: 1	Yes
ACCT 296	Certified Bookkeeper Review	1	15	Sections: 0 Students : 0	Sections: 1 Students : 15	Sections: 0 Students: 0	FT: 0 PT: 1	Yes

Course being reported: ACCT 211 Principles of Accounting I

Face to Face Sections	
Analyzing and Journalizing	96.51%
Posting	83.72%
Adjusting Entries	72.73%
Creating and Formatting Financial Statements	86.11%
Closing Process	86.84%

Online Sections	
Analyzing and Journalizing	88.64%
Posting	72.00%
Adjusting Entries	70.84%
Creating and Formatting Financial Statements	78.57%
Closing Process	72.22%

Face to Face Sections						
<u>Objective</u>	<u># of Students</u>	<u>Not Attempted</u>	<u>No Evidence (0-24% correct)</u>	<u>Novice (25-59% correct)</u>	<u>Competent (60-84% correct)</u>	<u>Mastery (85-100% correct)</u>
Define debits, credits, and normal account balances using double-entry accounting (Analyzing and Journalizing)	44	1	0	3	0	40
Record transactions in a journal and post journal entries to the ledger (Posting)	44	1	0	6	15	22
Explain the purpose of and journalize and post adjusting entries (Adjusting Entries)	44	0	0	12	12	20
Prepare the financial statements including the classified balance sheet (Creating and Formatting Financial Statements)	44	8	0	10	0	26
Explain the purpose of, journalize, and post closing entries (Closing Process)	44	6	0	10	0	28

Online Section						
<u>Objective</u>	<u># of Students</u>	<u>Not Attempted</u>	<u>No Evidence (0-24% correct)</u>	<u>Novice (25-59% correct)</u>	<u>Competent (60-84% correct)</u>	<u>Mastery (85-100% correct)</u>
Define debits, credits, and normal account balances using double-entry accounting (Analyzing and Journalizing)	27	5	0	5	0	17
Record transactions in a journal and post journal entries to the ledger (Posting)	27	2	0	9	5	11
Explain the purpose of and journalize and post adjusting entries (Adjusting Entries)	27	11	0	4	6	6
Prepare the financial statements including the classified balance sheet (Creating and Formatting Financial Statements)	27	13	0	6	0	8
Explain the purpose of, journalize, and post closing entries (Closing Process)	27	9	0	10	0	8

Second course being reported: ACCT 212 Principles of Accounting II

Face to Face Sections	
Prepare the statement of cash flows by the indirect method	76.58%
Prepare the statement of cash flows by the direct method	88.08%
Perform a horizontal analysis of financial statements	87.27%
Perform a vertical analysis of financial statements	87.98%
Compute and evaluate the standard financial ratios	77.26%
Complete a corporate income statement including earnings per share	84.12%

Online Section	
Prepare the statement of cash flows by the indirect method	83.71%
Prepare the statement of cash flows by the direct method	86.90%
Perform a horizontal analysis of financial statements	82.92%
Perform a vertical analysis of financial statements	89.48%
Compute and evaluate the standard financial ratios	74.84%
Complete a corporate income statement including earnings per share	78.95%

Face to Face Sections						
<u>Objective</u>	<u># of Students</u>	<u>Not Attempted</u>	<u>No Evidence (0-24% correct)</u>	<u>Novice (25-59% correct)</u>	<u>Competent (60-84% correct)</u>	<u>Mastery (85-100% correct)</u>
Prepare the statement of cash flows by the indirect method	37	0	0	2	26	9
Prepare the statement of cash flows by the direct method	37	0	0	4	1	32
Perform a horizontal analysis of financial statements	37	1	0	2	14	20
Perform a vertical analysis of financial statements	37	1	0	0	13	23
Compute and evaluate the standard financial ratios	37	1	2	4	13	17
Complete a corporate income statement including earnings per share	37	3	0	2	18	14

Online Section						
<u>Objective</u>	<u># of Students</u>	<u>Not Attempted</u>	<u>No Evidence (0-24% correct)</u>	<u>Novice (25-59% correct)</u>	<u>Competent (60-84% correct)</u>	<u>Mastery (85-100% correct)</u>
Prepare the statement of cash flows by the indirect method	28	4	1	1	11	11
Prepare the statement of cash flows by the direct method	28	4	0	2	2	20
Perform a horizontal analysis of financial statements	28	8	0	3	6	11
Perform a vertical analysis of financial statements	28	9	0	1	4	14
Compute and evaluate the standard financial ratios	28	8	0	5	7	8
Complete a corporate income statement including earnings per share	28	9	0	2	11	6

Third course being reported: ACCT 296 Certified Bookkeeper Review

Online Sections	
Adjusting Entries Overall	82.17%
Identify why we use adjusting entries	86.67%
Make accrued revenue entries	91.90%
Make accrued expense entries	79.80%
Make deferred revenue entries	73.45%
Make deferred expense entries	69.23%
Make other adjusting entries	76.19%
Prepare adjusting entries and financial statements	89.59%
Apply your knowledge to the trial balance	80.63%
Error Correction Overall	76.37%
Identify where errors occur and how they are found	92.86%
Perform the monthly bank reconciliation and find and correct errors revealed by	67.57%
Find and correct errors in the trial balance	81.02%
Find and correct current period accrual errors	71.96%
Find and correct current period deferral errors	68.44%
Depreciation Overall	84.34%
Depreciation on the financial statements v. tax return	84.13%
Depreciation under GAAP for book purposes	88.46%
The straight-line method of depreciation	90.95%
The units of production method of depreciation	91.32%
The declining balance method of depreciation	87.98%
The sum-of-the-years'-digits method of depreciation	93.27%
Depreciation under federal income tax depreciation rules	57.66%
Tax depreciation of vehicles	80.95%
Inventory Overall	84.16%
Introduction to Inventory	94.87%
Inventory Recordkeeping Using the Perpetual Method	77.44%
Inventory Recordkeeping Using the Periodic Method	88.14%
Inventory Costing: the Weighted-Average and Moving-Average Methods	78.00%
Inventory Costing Using the FIFO Method	87.43%
Inventory Costing Using the LIFO Method	84.57%
Inventory Costing Using the Lower of Cost or Market Rule	78.67%

Online Sections

<u>Objective</u>	<u># of Students</u>	<u>Not Attempted</u>	<u>No Evidence (0-24% correct)</u>	<u>Novice (25-59% correct)</u>	<u>Competent (60-84% correct)</u>	<u>Mastery (85-100% correct)</u>
Adjusting Entries: Identify why we use adjusting entries	15	0	0	0	5	10
Make accrued revenue entries	15 0 0	0	0	0	1	14
Make accrued expense entries	15	1	0	0	10	4
Make deferred revenue entries	15	2	1	2	5	5
Make deferred expense entries	15	2	0	5	5	3
Make other adjusting entries	15	2	0	0	8	5
Prepare adjusting entries and financial	15	2	0	0	3	10
Apply your knowledge to the trial balance	15	7	0	0	5	3
Error Correction: Identify where errors occur and how they are found	15	1	0	0	1	13
Perform the monthly bank reconciliation and find and correct errors revealed by it	15	1	0	4	6	4
Find and correct errors in the trial balance	15	2	1	0	6	6
Find and correct current period accrual errors	15	2	1	2	4	6
Find and correct current period deferral errors	15	2	1	2	9	1
Depreciation: Depreciation on the financial statements v. tax return	15	1	0	1	5	8
Depreciation under GAAP for book purposes	15	2	0	1	3	9

The straight-line method of depreciation	15	2	0	0	4	9
The units of production method of depreciation	15	2	0	0	4	9
The declining balance method of depreciation	15	2	0	0	5	8
The sum-of-the-years'-digits method of depreciation	15	2	0	0	1	12
Depreciation under federal income tax depreciation rules	15	3	2	6	1	3
Tax depreciation of vehicles	15	3	0	1	4	7
Inventory: Introduction to Accounting for Inventory	15	3	0	0	2	10
Inventory Recordkeeping Using the Perpetual Method	15	3	1	1	5	5
Inventory Recordkeeping Using the Periodic Method	15	5	0	0	4	6
Inventory Costing: the Weighted-Average and Moving-Average Methods	15	9	0	2	1	3
Inventory Costing Using the FIFO Method	15	8	0	1	1	5
Inventory Costing Using the LIFO	15	8	0	1	1	5
Inventory Costing Using the Lower of Cost or Market Rule	15	9	0	1	3	2

Program Outcome #2

Communicate business information effectively within a business environment.

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 227	Financial Analysis & Budgeting	1	31	Sections : 1 Students : 31	Sections : 0 Students : 0	Sections : 0 Students : 0	FT: 1 PT: 0	Yes
BUED 203	Business Communication	1	28	Sections : 1 Students : 28	Sections : 0 Students : 0	Sections : 0 Students : 0	FT: 1 PT: 0	No

Course being reported: ACCT 227 Financial Analysis & Budgeting

Face to Face Sections	
Analyze Evidence	90%
Analyze Assumptions	80%
Formulate Judgments & Solutions	86.7%
Perform Calculations	90%

Criteria	No Evidence (0-24%)	Novice (25-59%)	Competent (60-84%)	Mastery (85-100%)
Analyze Evidence	0	0	10	21
Analyze Assumptions	0	0	21	10
Formulate Judgments & Solutions	0	0	16	15
Perform Calculations	0	0	10	21

Course being reported: BUED 203 – Business Communication

Face to Face Sections	
Content and Development: major points specific and clear, use of both primary and secondary research, content is thorough, and clear and concise writing	78%
Organization and Structure: concepts of paragraphs are filled with details of support for topic, and paragraphs flow into each other with connective concepts.	76%
Format: follows designated guidelines, appropriate length, sources are cited	77%
Grammar, Punctuation, and Spelling	69%

Program Outcome #3

Demonstrate knowledge of accounting systems for service, merchandising and manufacturing companies operating as sole proprietorships, partnerships, or enterprises.

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 211	Principles of Accounting I	3	72	Sections : 2 Students : 44	Sections : 1 Students : 28	Sections: 0 Students: 0	FT: 0 PT: 3	No
ACCT 212	Principles of Accounting II	3	61	Sections : 2 Students : 37	Sections : 1 Students : 24	Sections: 0 Students: 0	FT: 1 PT: 1	Yes
ACCT 219	Accounting Management Software	1	16	Sections : 0 Students : 0	Sections : 1 Students : 16	Sections: 0 Students: 0	FT: 0 PT: 1	Yes

Course being reported: ACCT 211 – Principles of Accounting I

Face to Face Sections	
Prepare the financial statements including the classified balance sheet	73.95%
Prepare a merchandiser's financial statements	70.79%

Online Sections	
Prepare the financial statements including the classified balance sheet	50%
Prepare a merchandiser's financial statements	63%

Face to Face Sections

<u>Objective</u>	<u># of Students</u>	<u>Not Attempted</u>	<u>No Evidence (0-24% correct)</u>	<u>Novice (25-59% correct)</u>	<u>Competent (60-84% correct)</u>	<u>Mastery (85-100% correct)</u>
Prepare the financial statements including the classified balance sheet	44	8	0	10	0	26
Prepare a merchandiser's financial statements	44	5	2	3	25	9

Online Sections

<u>Objective</u>	<u># of Students</u>	<u>Not Attempted</u>	<u>No Evidence (0-24% correct)</u>	<u>Novice (25-59% correct)</u>	<u>Competent (60-84% correct)</u>	<u>Mastery (85-100% correct)</u>
Prepare the financial statements including the classified balance sheet	27	13	0	6	0	8
Prepare a merchandiser's financial statements	27	11	1	3	9	3

Second course being reported: ACCT 212 Principles of Accounting II

Face to Face Sections

Prepare an operating budget for a manufacturing company	92.11%
Prepare a financial budget for a manufacturing company	68.01%
Prepare an operating budget for a merchandiser	88.21%
Prepare a financial budget for a merchandiser	61.19%

Online Sections

Prepare an operating budget for a manufacturing company	81%
Prepare a financial budget for a manufacturing company	56%
Prepare an operating budget for a merchandiser	81%
Prepare a financial budget for a merchandiser	72.4%

Face to Face Sections						
<u>Objective</u>	<u># of Students</u>	<u>Not Attempted</u>	<u>No Evidence (0-24% correct)</u>	<u>Novice (25-59% correct)</u>	<u>Competent (60-84% correct)</u>	<u>Mastery (85-100% correct)</u>
Prepare an operating budget for a manufacturing company	37	3	0	1	6	27
Prepare a financial budget for a manufacturing company	37	3	1	6	26	1
Prepare an operating budget for a merchandiser	37	6	0	2	0	29
Prepare a financial budget for a merchandiser	37	6	4	5	17	5

Online Sections						
<u>Objective</u>	<u># of Students</u>	<u>Not Attempted</u>	<u>No Evidence (0-24% correct)</u>	<u>Novice (25-59% correct)</u>	<u>Competent (60-84% correct)</u>	<u>Mastery (85-100% correct)</u>
Prepare an operating budget for a manufacturing company	28	8	0	3	3	14
Prepare a financial budget for a manufacturing company	28	8	2	6	11	1
Prepare an operating budget for a merchandiser	28	9	0	4	0	15
Prepare a financial budget for a merchandiser	28	9	0	1	14	4

Third course being reported: ACCT 219 Accounting Management Software

Online Sections	
Setting Up Your Business's Accounting System	84.33%
Cash-Oriented Business Activities	62.46%
Additional Business Activities	66.29%
Adjusting Entries	80.67%
Budgeting	72.00%

Online Sections						
<u>Objective</u>	<u># of Students</u>	<u>Not Attempted</u>	<u>No Evidence (0-24% correct)</u>	<u>Novice (25-59% correct)</u>	<u>Competent (60-84% correct)</u>	<u>Mastery (85-100% correct)</u>
Setting Up Your Business's Accounting System	15	3	0	1	4	7
Cash-Oriented Business Activities	16	3	0	5	6	2
Additional Business Activities	16	2	0	4	10	0
Adjusting Entries	16	4	0	1	7	4
Budgeting	16	4	0	2	8	2

Program Outcome #4

Utilize current income tax resources to prepare personal income tax returns.

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 237	Income Tax Accounting	1	7	Sections : 1 Students : 7	Sections : 0 Students : 0	Sections : 0 Students : 0	FT: 1 PT: 0	Yes

Course being reported: ACCT 237 Income Tax Accounting

Face to Face Sections	
Identify the filing requirements for income tax returns and the statute of limitations	91.67%
Determine a taxpayer's filing status	100.00%
Understand the distinctions between the various sources of income	85.56%
Identify the common deductions necessary for calculating adjusted gross income	80.49%
Describe the different types of itemized deductions available to individuals	79.49%
Compute a taxpayer's alternative minimum tax liability	77.08%
Determine the applicable cost recovery (depreciation) life, method and convention for tangible personal and real property and calculate the deduction allowable under basic MACRS	74.60%
Explain the additional special cost recovery rules (section 179, bonus, listed property) and calculate the deduction allowable under these rules.	70.25%

Face-to-Face Sections

<u>Objective</u>	<u># of Students</u>	<u>Not Attempted</u>	<u>No Evidence (0-24% correct)</u>	<u>Novice (25-59% correct)</u>	<u>Competent (60-84% correct)</u>	<u>Mastery (85-100% correct)</u>
Identify the filing requirements for income tax returns and the statute of limitations (2-1)	7					7
Determine a taxpayer's filing status (4-3)	7					7
Understand the distinctions between the various sources of income (5-2)	7				7	
Identify the common deductions necessary for calculating adjusted gross income (6-1)	7				4	3
Describe the different types of itemized deductions available to individuals (6-2)	7				4	3
Compute a taxpayer's alternative minimum tax liability (8-2)	7	1			6	
Determine the applicable cost recovery (depreciation) life, method and convention for tangible personal and real property and calculate the deduction allowable under basic MACRS (10-2)	7				7	
Explain the additional special cost recovery rules (section 179, bonus, listed property) and calculate the deduction allowable under these rules. (10-3)	7				7	

Program Outcome #5

Use technology to solve complex business issues, report, and display these solutions in an appropriate 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?
ACCT 219	Accounting Management Software	1	16	Sections : 0 Students : 0	Sections : 1 Students : 16	Sections : 0 Students : 0	FT: 0 PT: 1	Yes

Course being reported: ACCT 219 – Accounting Management Software

Online Sections	
Prepare a Balance Sheet Using QuickBooks Accountant	76.50%
Prepare an Income Statement Using QuickBooks Accountant	84.75%
Prepare a Statement of Cash Flows Using QuickBooks Accountant	85.07%
Create Supporting Reports to Help Make Business Decisions	76.57%

Online Sections						
<u>Objective</u>	<u># of Students</u>	<u>Not Attempted</u>	<u>No Evidence (0-24% correct)</u>	<u>Novice (25-59% correct)</u>	<u>Competent (60-84% correct)</u>	<u>Mastery (85-100% correct)</u>
Prepare a Balance Sheet Using QuickBooks Accountant	16	0	0	1	11	4
Prepare an Income Statement Using QuickBooks Accountant	16	0	0	1	5	10
Prepare a Statement of Cash Flows Using QuickBooks Accountant	16	1	0	2	3	10
Create Supporting Reports to Help Make Business Decisions	16	2	0	4	4	6

Program Outcome #6

Demonstrate knowledge of accounting as it relates to payroll.

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 211	Principles of Accounting I	3	72	Sections : 2 Students : 44	Sections : 1 Students : 28	Sections : 0 Students : 0	FT: 0 PT: 3	No
ACCCT 218	Payroll Accounting	1	13	Sections : 1 Students : 13	Sections : 0 Students : 0	Sections : 0 Students : 0	FT: 1 PT: 0	Yes
ACCT 296	Certified Bookkeeper Review	1	15	Sections : 0 Students : 0	Sections : 1 Students : 15	Sections : 0 Students : 0	FT: 0 PT: 1	Yes

Course being reported: ACCT 211 Principles of Accounting I

Face to Face Sections	
Calculate and Journalize basic payroll transactions	61.19%

<u>Objective</u>	<u># of Students</u>	<u>Not Attempted</u>	<u>No Evidence (0-24% correct)</u>	<u>Novice (25-59% correct)</u>	<u>Competent (60-84% correct)</u>	<u>Mastery (85-100% correct)</u>
Calculate and journalize basic payroll transactions	44	16	3	2	16	7

Course being reported: ACCT 218 – Payroll Accounting

Face to Face Sections

Journal Entries	65%
General Ledger	65%
Payroll Register	85%
Employee's Earnings Record	85%

<u>Objective</u>	<u># of Students</u>	<u>Not Attempted</u>	<u>No Evidence (0-24% correct)</u>	<u>Novice (25-59% correct)</u>	<u>Competent (60-84% correct)</u>	<u>Mastery (85-100% correct)</u>
Journal Entries	13	0	1	6	5	1
General Ledger	13	0	1	6	5	1
Payroll Register	13	0	0	4	2	4
Employee's Earnings Record	13	0	0	3	3	3

Course being reported: ACCT 296 – Certified Bookkeeper Review

Online Sections	
Employees V. Nonemployees	86.94%
Federal and State Wage-Hour Law	81.33%
Paying Employees Under Federal Law	81.07%
Employment Records and Payroll Recordkeeping	67.88%
Employee Data: Form W-4 and State Withholding Allowance Certificates	81.25%
How Employers Withhold and Deposit Federal Taxes	61.67%
Federal Employment Reporting Forms and Due Dates	76.08%
When Wages Become Taxable	60.44%
Other Reporting Rules	72.92%
Payroll Entries	59.39%

<u>Objective</u>	<u># of Students</u>	<u>Not Attempted</u>	<u>No Evidence (0-24% correct)</u>	<u>Novice (25-59% correct)</u>	<u>Competent (60-84% correct)</u>	<u>Mastery (85-100% correct)</u>
Employees V. Nonemployees	15	0	0	2	2	11
Federal and State Wage-Hour Law	15	1	0	1	4	9
Paying Employees Under Federal Law	15	1	0	2	4	8
Employment Records and Payroll Recordkeeping	15	1	0	2	9	3
Employee Data: Form W-4 and State Withholding Allowance Certificates	15	1	0	0	5	9
How Employers Withhold and Deposit Federal Taxes	15	3	1	1	4	6
Federal Employment Reporting Forms and Due Dates	15	2	0	1	2	10
When Wages Become Taxable	15	2	0	5	4	4
Other Reporting Rules	15	3	0	0	1	11
Payroll Entries	15	4	1	0	4	6

Summary of Results

The Accounting Technology AAS program is designed for students planning a career that requires expertise in accounting, information systems and/or communications. The data and information has been collected and analyzed from the Spring 2016 and Fall 2015 semesters. Data collected came from the following courses: ACCT 211 Principles of Accounting I; ACCT 212 Principles of Accounting II; ACCT 218 Payroll Accounting; ACCT 219 Accounting Management Software; ACCT 237 Income Tax Accounting; and ACCT 296 Certified Bookkeeper Review. Data has been mapped to the Accounting Technology (AAS) course mapping plans and further to the individual rubrics used within each course where information was collected.

Several of the accounting courses use online homework graders which allows us to look at student performance by learning objective and aggregate multiple assignments instead of picking a few assignments from each course. This resulted in percentages being lower for most objectives when compared with past years.

In the courses that were offered both online and face-to-face, students performed better in the face-to-face sections consistently, which indicates the typical community college student probably needs more face-to-face instruction and interaction in the beginning accounting courses. Also when comparing performance in the sophomore level web-based courses against some of the face-to-face courses, it appears more instructor contact and interaction is needed. As a result of this observation, the web-based accounting courses are being reworked to provide a more equivalent experience to the face-to-face sections of the

same course. In addition, several of the sophomore accounting classes that have been offered online in the past few years are being offered as hybrid sections during the 2016-2017 academic year.

Summary of Analysis

Results from this year are overall lower than past years. Part of this comes from using aggregated results from the various homework graders. Although scores are lower, this may present a truer picture of student ability due to looking at several assignments in a course instead of just one assignment.

Additional Summary Notes

Anomalies in the results that were noticed:

There seems to be a persistence problem in the accounting courses. I expected better results in ACCT 296 than was displayed. This can be explained by several of the other accounting courses allowing multiple attempts in working problems while students get one opportunity at each activity in ACCT 296. Some of the other courses are being adjusted to allow one attempt on activities also.

Were changes needed to improve student learning?

Yes. Changes are being made to offer more support in the web-based sections of ACCT 211 and ACCT 212. The sophomore-level accounting courses are being evaluated to determine which ones can be offered online and which ones should be offered hybrid or face-to-face.

Were there any patterns in the data observed?

In ACCT 211 and ACCT 212, face-to-face sections outperformed the online sections. Face-to-face sections of the sophomore courses outperformed the online sections.

Use of Results for Improvement

Discussions have taken place regarding the delivery of each course (web, hybrid, or face-to-face). In addition, we will be switching up instructors on some of the courses as a result of the changes in credentialing requirements and the change in delivery method.

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?

Changes are being made to offer more support in the web-based sections of ACCT 211 and ACCT 212. The sophomore-level accounting courses are being evaluated to determine which ones can be offered online and which ones should be offered hybrid or face-to-face. In addition, changes to program curriculum are under consideration.

What is the proposed timeline for the changes outlined above?

Most of the changes will take place during the 2016-2017 academic year.

Three Rivers College

THE COMMUNITY COLLEGE OF SOUTHEAST MISSOURI

Agriculture Systems AAS
Program Level SLO Report
Joyce Rehkop – Program Manager

2015-16

Program Purpose Statement

This program is for students who want to develop management and technical skills to enter agricultural industry or production. The curriculum is constructed so that students may concentrate in one of three areas; Agribusiness, Agritechnology or Agricultural Science.

Program Outcomes

1. Demonstrate knowledge in taxonomy, species identification and structural characteristics in animal and plant science production.
2. Identify, select, and calculate pest control prescriptions.
3. Apply economic principles to production agriculture concepts.
4. Develop technical knowledge, interpersonal skills, and ethics necessary for successful employment.

Program Outcome #1

Demonstrate knowledge in taxonomy, species identification and structural characteristics in animal and plant science production.

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?
AGRI 122	Natural Resource	1	15	Sections : 1 Students : 16	Sections : 0 Students : 0	Sections : 0 Students : 0	FT: 1 PT:0	Yes

Course being reported: AGRI 122 - Natural Resource Management

Face to Face Sections		
Identify required tree species by leaf structure.	93%	13 Students
Identify required tree species by scientific name.	86%	12 Students
Identify required tree species by wood type.	93%	13 Students
Identify required tree species by taxonomy.	86%	12 Students

Program Outcome #2

Identify, select, and calculate pest control prescriptions.

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?
AGRI 172	Integrated Pest Management	1	15	Sections: 0 Students: 0	Sections : 1 Students : 15	Sections : 0 Students : 0	FT: 1 PT:0	Yes

Course being reported: AGRI 172 – Integrated Pest Management

Online Section		
Identify pesticides by their classification.	80%	12 Students
Select the appropriate pesticide prescriptions.	80%	12 Students
Calibrate pesticide applicator equipment.	73%	11 Students
Calculate spray mix treatments	73%	11 Students

Program Outcome #3

Apply Economic principles to production agriculture concepts.

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?
AGRI 240	Ag Economics & Marketing	1	3	Sections: 0 Students: 0	Sections: 1 Students: 22	Sections: 0 Students: 0	FT: 1 PT: 0	Yes

Course being reported: AGRI 240 – Ag Economics & Marketing

Online Sections		
Locate local, state, national & international markets.	100%	3 Students
Graph weekly prices showing market fluctuations.	90%	2 Students
Record weekly prices for selected commodities	90%	2 Students
Interpret reasons for fluctuations based on market conditions.	80%	2 Students

Program Outcome #4

Develop technical knowledge, interpersonal skills and ethics necessary for successful employment.

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?
AGRI 297	Ag Forestry Internship	1	10	Sections: 0 Students: 0	Sections: 1 Students: 10	Sections: 0 Students: 0	FT: 1 PT: 0	Yes

Course being reported: AGRI 297 - Ag Forestry Internship

Online Section		
Demonstrates employment skills through dress, behavior & attendance.	100%	10 Students
Complets assignments professionally and within time specifications.	80%	8 Students
Demonstrates the ability to apply previously learned knowledge to the work environment.	80%	8 Students
Exhibit the ability to work with team members or work individually.	80%	8 Students

Summary of Results

In AGRI 172 Integrated Pest Management in the two outcomes which asked for identification or selections, 9 students were rated "Strong". When students were asked to calibrate or calculate 9 were still rated "Strong", 1 was rated Satisfactory, 2 were rated weak. Overall performance based on the 4 areas assessed showed that 60% of the students performed at the satisfactory or higher level, while 40% were weak.

AGRI 240 Agriculture Economics & Marketing / This class was offered web which was a very difficult class to do online. There were 22 people in the class. The marketing project is a semester long project and due to reasons beyond control all material could not be provided to complete the project. Three students were able to complete and all 3 were rated strong. They had personal access to marketing material which enabled them to complete the assignment. The material I use as a general rule was not available until later in the semester and it was too late to pull an assignment together.

In AGRI 297 Agriculture-Forestry Internship 10 out of 11 students completed the assignment. In Outcomes 1 and 2 all students were rated "Strong". In Outcome 3 and 4, 4 were rated "Strong" and 6 and were rated "Satisfactory".

Summary of Analysis

This is the fourth year that we have been utilizing this system for analyzing the curriculum we are teaching. To me this is just a snapshot of all that we do and as a snapshot is not necessarily reflective of each class/outcome as a whole. It has helped me think about how I explain everything for better student understanding.

Additional Summary Notes

Anomalies in the results that were noticed: I did not find any anomalies.

Patterns in the data observed: No perceivable patterns were observed.

Use of Results for Improvement

Since this is our fourth year in completing this data there has been less discussion on how to fine tune it. Now it seems to be in place so to maintain it is the key for me. The college has purchased a farm so hands on learning will be used on the farm to aid in the teaching of the material. In AGRI 297, I plan on using a work place readiness assessment completed by internship supervisors to assist students in preparing for their post graduate careers. The time line for this is to implement it daily in class presentation, weekly hands on farm activities and weekly textbook assignments.

Three Rivers College

THE COMMUNITY COLLEGE OF SOUTHEAST MISSOURI

Business Management AAS

Program Level SLO Report

Dr. Martha Kirkman – Program Manager

2015-2016

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 business communication.
3. Recognize human relations and diversity in professional and business environments.
4. Apply ethical and environmental values to general business principles and practices.
5. Use technology and computer software applications.
6. Interpret a financial statement.

Business Management Course Mapping

Course Student Learning Outcomes (Program Outcome Ties in Parenthesis)

ACCT 216 Business Accounting

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Identify the role of the accounting profession in ethical business decision-making.	4
2	Apply GAAP for corporate financial reporting.	1,4,5,6
3	Construct a statement of cash flows using information from the accrual balance sheet and income statement.	1,5,6
4	Calculate financial ratios and use them to evaluate business performance.	1,5,6
5	Relate the use of accounting information to pricing and capital investment decision making.	1,5,6

ACCT 219 Accounting Management Software

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Develop the skills necessary to complete general ledger computer accounting for service and merchandising businesses	1,5,6
2	Complete exercises involving accounts receivable, accounts payable, inventory and payroll	1,5,6
3	Prepare financial statements and complete financial statement analysis	1,4,5,6
4	Complete the accounting cycle using QuickBooks and Microsoft Office software	1,5
5	Integrate QuickBooks with Microsoft Office applications	1,5
6	Develop an understanding of service and merchandising computer accounting	1,5

ACCT 227 Financial Analysis and Budgeting

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Develop an understanding of the budgeting process and complete a master budget for a manufacturer and a merchandiser	1,4,6
2	Prepare financial statements for various types of companies	1,5,6
3	Calculate and interpret measures of liquidity, solvency and profitability	1,4,5

BMGT 105 Career Management

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Construct a database of professional contacts.	1,5,
2	Compile and analyze dates and personal experiences.	1
3	Arrange an informational interview with a job target.	1,2
4	Compose professional cover letter and resume.	1,4,5
5	Identify education, skills, and personal qualifications.	1

BMGT 107 Hospitality and Tourism

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Identify and describe the major types of businesses found in the hotel/lodging and travel/tourism industry.	1,2
2	Identify the role restaurant and managed services has in the travel/tourism industry.	1,2
3	Describe the benefits and economic impact of tourism.	1
4	Differentiate between recreation and gaming entertainment.	1
5	Describe the operational areas of the hospitality industry.	1

BMGT 108 - Human Resource Management

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Demonstrate management and supervisory skills.	1,2,3,4
2	Recognize the key challenges to human resource management in developing the flexible and skilled workforce needed to compete effectively.	1,2,3,4
3	Identify the individual practices and policies that make up human resource management.	1,3,4

BMGT 215 Supervisory Development

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Describe positive relations with employers, customers, and co-workers.	1,2,3,4
2	Apply problem-solving techniques appropriate in supervision.	1,2,3,4
3	Recognize the functions of management.	1,3,4

BMGT 235 Customer Service

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Develop a heightened awareness of the challenges and opportunities in customer service	1,2,3,4
2	Demonstrate techniques for exceeding expectations in value, information, convenience and timing in order to create greater customer loyalty	1,2,3
3	Show specific and personal communication behaviors that engage customers	1,2

BMGT 239 Entrepreneurship

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Describe strategies for formulating positive relationships with customers and employees.	1,2,3
2	Identify components of a budget.	5,6
3	Formulate a business plan.	1,2,3,4,5,6

BUAD 120 Introduction to Business

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Recognize the roles of the four functions of management.	1,2,4,5
2	Identify the types of business ownership.	1
3	Interpret good business ethics and socially responsible business practice.	1,2,3,4
4	Recognize the importance of creating a flexible organization through proper implementation of human resource management.	1,3
5	Describe how the use of marketing develops customer relationships.	1

BUAD 221 Fundamentals of Management

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Describe the roles and responsibilities of managers.	1,2,3,4
2	Explain the challenges managers face in the context of business.	1,2,3,4
3	Explain the management functions of planning, organizing, leading and controlling.	1,2,3,4

MKTG 115 Principles of Marketing

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Recognize the components of product, price, place and promotion.	1
2	Identify the major channel strategy decisions.	1
3	Describe the major advertising media.	1,2

MKTG 118 Retail Merchandising

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Identify the role of the retail profession in ethical business decision-making	1,4
2	Recognize the components of a budget to create a financial plan	1,4,5,6
3	Interpret point-of-sale operations	1,5,6
4	Explain the major channel strategy decisions	1

MKTG 119 Advertising

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Gain knowledge of the context, concepts, and processes of advertising management.	1,2
2	Be better able to evaluate and determine how target market is identified and managed as a goal of the advertising/marketing function.	1
3	Be able to use creative processes and teamwork to develop and evaluate the effectiveness of advertisements.	1,2,3
4	Develop an effective ad campaign for the Merchants Showcase.	1,2,4
5	Develop a formal advertising plan for a local business.	1,2,4

MKTG 128 Professional Selling

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Demonstrate professional standards of appearance and behavior required for selling.	1,2
2	Apply the techniques of selling.	1,2,4
3	Recognize the essential social, ethical, and legal sales issues involved in being a professional sales person.	1,3,4
4	Identify methods used in training, staffing, motivating, and evaluating salespeople.	1,3,4

MKTG 297 Internship

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Analyze personal interests, aptitudes, traits, abilities and attitudes.	1
2	Show professional standards of appearance and behavior required for employment.	1,2,4
3	Identify personal occupational requirement.	1,2,3
4	Demonstrate positive relations with employers, customers, and co-workers.	2,3
5	Exhibit professional responsibility in relation to company, profession, and industry goals.	2,3

SCOM 125 Communication in the Workplace

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Identify the elements of human communication including process, barriers, and rules for sharing meaning	1
2	Identify the role of perception in the communication process	1
3	Use new skills to recognize and minimize the impact of perception on "miscommunication"	1,2
4	Identify how cultural differences impact communication outcomes	1,2,3,4
5	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	2
6	Interpret nonverbal elements of communication including body language, gestures, facial expressions, etc.	1,2
7	Recognize the importance of listening as a tool of communication	1,2
8	Demonstrate critical thinking skills	1
9	React appropriately to the different styles of human communication including assertion, aggression and passive behavior	2
10	Use effective communication skills in a team environment	2
11	Explain how frame of reference influences communication outcomes	1,2

Program Outcome #1

Apply analytical and critical-thinking skills 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?
MKTG 115	Principles of Marketing	1	16	Sections : 1 Students: 16	Sections : 0 Students: 0	Sections : 0 Students: 0	FT: 1 PT: 1	Yes

Course being reported: MKTG 115-001 Principles of Marketing

Face to Face Sections

Research assigned decade.	24.06 (average score out of 25)
Identify trends, fads, and customs relating.	23.81 (average score out of 25)
Relate information to customer buying preferences based on customer experiences.	24.38 (average score out of 25)
Correct format, correct usage of grammar and spelling.	21.56 (average score out of 25)
Prepare PowerPoint Presentation.	23.44 (average score out of 25)

Criteria for PLO #1	No Evidence	Novice	Competent	Mastery
Research assigned decade.	0	2	1	13
Identify trends, fads, and customs relating.	0	2	1	13
Relate information to customer buying preferences based on customer experiences.	0	0	2	14
Correct format, correct usage of grammar and spelling.	1	2	4	9
Prepare PowerPoint Presentation.	1	0	0	15

Program Outcome #1 Rubric

Knowledge, Skill, Behavior, Attitude	No Evidence (0-14 points)	Novice (15-19 points)	Competent (20-22 points)	Mastery (23-25 points)
Research assigned decade	No understanding of completing assigned decade or topics	Incomplete coverage of assigned decade and incomplete coverage of assigned topics	Completed coverage of assigned decade, excluded some of assigned topics	Complete coverage of the assigned decade, including all assigned topics
Identify trends, fads, and customs relating to the assigned time period	Completion of only 1-2 of the assigned trends, fads, or customs relating to assigned time period	Completion of up to 5 of the assigned trends, fads, or customs relating to assigned time period	Completion of up to 7 of the assigned trends, fads or customs relating to assigned time period	Complete coverage of 8-10 of assigned trends, fads and customs relating to assigned time period
Relate information to customer buying preferences based on customer experiences	Inclusion of less than 2 areas in customer buying preferences	Inclusion of 2 areas in customer buying preferences	Inclusion of 3-4 areas in customer buying preferences	Complete inclusion of all 5 areas in customer buying preferences (Clothing, foods, toys, entertainment, and household products)
Correct format, correct usage of grammar and spelling	Incorrectly formatted 4 or more of the following: work cited page, correct use of font/point size, cover sheet, usage of correct grammar/spelling, neatness	Incorrectly formatted 2-3 of the following: work cited page, correct use of font/point size, cover sheet, usage of correct grammar/spelling, neatness	Incorrectly formatted one of the following: work cited page, correct use of font/point size, cover sheet, usage of correct grammar/spelling, neatness	Correctly formatted work cited page, correct use of font and point size, formatted cover sheet, usages of correct grammar and spelling, and neat document presented
Prepare PowerPoint presentation	No completion of Power Point presentation	Incomplete coverage of assigned decade and topics in Power Point presentation	Completed coverage of assigned decade in Power Point presentation, excluded some of the assigned topics	Completely covered assigned decade in PowerPoint Presentation

Program Outcome #2

Demonstrate business 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 ?
SCOM125	Communication in the Workplace	1	11	Sections : 1 Students : 11	Sections : 0 Students : 0	Sections : 0 Students : 0	FT: 1 PT: 0	Yes

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

Face to Face Sections	
Introduction	100%
Body	100%
Conclusion	100%
Delivery	100%
Component of Persuasion	100%

SCOM 125 Communication in the Workplace

Grading Rubric for Sales Presentation

EXAMPLE GROUP PRESENTATION EVALUATION SHEET

☺ = Mastery

☹ = Competent

☹ = Novice

☠ = No Evidence

Attention Step (Introduction)

Gained attention of listeners	☺	☹	☹	☠	
Showed importance of topic	☺	☹	☹	☠	
Established speaker credibility			☹	☹	☠
Previewed main points/claims			☹	☹	☠

Need/Problem Step (1st point of Body)

Need/problem clearly defined	☺	☹	☹	☠	
Need/problem related to the audience			☹	☹	☠

Satisfaction/Solution Step (2nd point of Body)

Plan/solution clearly explained			☹	☹	☠
Plan/Solution was well thought out	☺	☹	☹	☠	

Visualization Step (3rd point of Body)

Practicality of plan shown	☺	☹	☹	☠	
Benefits of plan related to audience	☺	☹	☹	☠	

Action Step (Conclusion)

Reviewed main points/claims	☺	☹	☹	☠	
Call for specific action to audience	☺	☹	☹	☠	

Evidentiary and Sensory Support

Cited sufficient supporting material (8 sources)			☹	☹	☠
Sensory aids supported major points and supplemented the presentation			☹	☹	☠
Speaker(s) worked comfortably with sensory aid(s)	☺	☹	☹	☠	

Delivery

Speaker 1 used effective verbal/nonverbal delivery	☺	☹	☹	☠	
Speaker 1 maintained extemporaneous tone*			☹	☹	☠
Speaker 2 used effective verbal/nonverbal delivery	☺	☹	☹	☠	
Speaker 2 maintained extemporaneous tone			☹	☹	☠
Speaker 3 used effective verbal/nonverbal delivery	☺	☹	☹	☠	
Speaker 3 maintained extemporaneous tone			☹	☹	☠
Speaker 4 used effective verbal/nonverbal delivery	☺	☹	☹	☠	
Speaker 4 maintained extemporaneous tone			☹	☹	☠
Speaker 5 used effective verbal/nonverbal delivery	☺	☹	☹	☠	
Speaker 5 maintained extemporaneous tone			☹	☹	☠
Speaker 6 used effective verbal/nonverbal delivery	☺	☹	☹	☠	
Speaker 6 maintained extemporaneous tone			☹	☹	☠

Program Outcome #3

Recognize human relations and diversity in professional and 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 ?
BMGT108	Human Resource Management	1	26	Sections : 0 Students : 0	Sections : 1 Students : 26	Sections : 0 Students : 0	FT: 1 PT: 0	Yes

Course being reported: BMGT 108 Human Resource Management

Face to Face Sections	
Read and summarize case study	14.96 (average score out of 20)
Related Journal Articles	16.77 (average score out of 20)
Identify problem/problems being addressed in case	17.81 (average score out of 20)
Answer questions relating to case with justification	19.84 (average score out of 20)
Format correctly	18.62 (average score out of 20)

Criteria for PLO #3	No Evidence	Novice	Competent	Mastery
Read and summarize case study	8	7	0	11
Related Journal Articles	2	6	1	17
Identify problem/problems being addressed in case	2	3	0	21
Answer questions relating to case with justification	0	0	1	25
Format correctly	3	2	0	20

Program Outcome #3 Rubric

Knowledge, Skill, Behavior, Attitude	No Evidence 0-12 points	Novice 13-15 points	Competent 16-17 points	Mastery 18-20 points
Read and summarize Case Study	Summarized case with no usage of theories and concepts from the text that pertain to the case	Summarized case with minimal usage of theories and concepts from the text that pertain to the case	Summarized case with partial usage of theories and concepts from the text that pertain to the case	Fully summarized case using theories and concepts from the text that pertain to the case
Related journal articles	Did not include two articles related to the case	Included articles in the summary discussion with no citation	Included one related journal article in the summary discussion with proper citation	Included two related journal articles in the summary discussion and properly cited
Identify problem/problems being addressed in case	Does not correctly identify problem/problems being addressed in case	Minimally identified problem/problems being addressed in case	Partially identified problem/problems being addressed in case	Correctly identified problem/problems being addressed in case
Answer questions relating to case with justification	Does not correctly answer questions relating to case and uses no justification	Minimally answers questions relating to case with minimal justification	Partially answers questions relating to case with justification	Fully answers questions relating to case with justification
Format correctly	Incorrectly formatted the following: correct use of font/point size, usage of correct grammar/spelling, neatness	Incorrectly formatted 2 of the following: correct use of font/point size, usage of correct grammar/spelling, neatness	Incorrectly formatted one of the following: correct use of font/point size, usage of correct grammar/spelling, neatness	Correctly formatted use of font and point size, usages of correct grammar and spelling, and neat document presented

Program Outcome #4

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

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?
ECON 211	Principles of Macroeconomics	1	27	Sections : 1 Students : 27	Sections : 0 Students : 0	Sections : 0 Students : 0	FT: 1 PT: 0	Yes

Course being reported: ECON 211 Principles of Macroeconomics

Face to Face Sections	
Collegiate level essay	85.3%
Summary and Organization	83.8%
Follow Instructions	72.1%
Access Information	86%
Use information appropriately to accomplish a specific purpose	77.2%

Program Outcome #4 Rubric

Name Article Review

Description


Rubric Detail

Criteria	Levels of Achievement			
	No Evidence	Novice	Competent	Mastery
Collegiate Level Article  Weight 33.00%	25 % Student failed to find an article of relative significance to their study in this course.	50 % Student found an article that provided some understanding of course materials.	75 % Student found an article that provided a major opportunity for understanding course material.	100 % Student selected a scholarly article that applied course material and allowed for additional understanding of concepts.
Summary and Organization  Weight 34.00%	25 % Student put forth minimal effort to explain the article in a professional manner.	50 % Student made some attempt to explain course material and summarize the article in a professional manner.	75 % Student showed strong skills in explaining the article and in tying the article to course concepts in a professional manner.	100 % Students provided a summary that showed advanced understanding of topic and application of course concepts.
Follow Instructions  Weight 33.00%	25 % Student followed minimal instructions in attempting to complete this assignment.	50 % Student followed most instructions with formatting, content and submitting copy of article.	75 % Student followed all instructions as detailed in the assignment and showed strong ability to edit a short essay and present a professional looking document.	100 % Student went above and beyond to submit a professional looking document, used grammar and spell check, and followed all instructions for citations and formatting.

Name Information Literacy

Description The student will access and use information from multiple sources while evaluating their accuracy and credibility.

Rubric Detail

Criteria	Levels of Achievement			
	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 the 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.

Program Outcome #5

Use technology and computer software applications.

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 227	Financial Analysis and Budgeting	1	31	Sections : 1 Students :31	Sections : 0 Students : 0	Sections : 0 Students : 0	FT: 2 PT: 6	Yes

Course being reported: ACCT 227 Financial Analysis and Budgeting

Face to Face Sections	
Analyze Evidence	90%
Analyze Assumptions	80%
Formulate Judgments & Solutions	86.7%
Perform Calculations	90%
Spelling and grammar	86.7%

Program Outcome #6

Interpret a 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 227	Financial Analysis and Budgeting	1	31	Sections : 1 Students :31	Sections: 0 Students: 0	Sections : 0 Students : 0	FT: 0 PT: 0	Yes

Course being reported: ACCT 227 Financial Analysis and Budgeting

Face to Face Sections	
Analyze Evidence	90%
Analyze Assumptions	80%
Formulate Judgments & Solutions	86.7%
Perform Calculations	90%
Spelling and grammar	86.7%






Program outcome #5 Use technology and computer software applications and program outcome #6 Interpret a financial statement were both assessed within the same course, ACCT 227 Financial Analysis and Budeting. The same assignment/artifact was given for both outcomes, therefore the results were the same. After realizing that the same artifact was being used to assess two different outcomes this process has been revised. But for the purposes of this report the data that was collected was from the same class, using the same artifact which results in having the same scores. For future assessments outcome #5 will be assessed using a rubric specific to technology and computer software applications use and outcome #6 will be assessed using a rubric specific to intrepreting financial statements. Making these changes will allow for more accurate assessment data to be collected.

Program Outcome #5 and #6 Rubric

Name Financial Analysis (Critical Thinking)

Description

Rubric Detail

Criteria	Levels of Achievement			
	No Evidence	Novice	Competent	Mastery
Analyze Evidence  Weight 25.00%	0 % Relevance and credibility of evidence are not established.	60 % Recognizes relevant evidence but fails to establish credibility.	80 % Analyzes relevant evidence and its credibility.	100 % Evaluates relevant evidence and its credibility.
Analyze Assumptions  Weight 25.00%	0 % Assumptions are not identified.	60 % Recognizes relevant assumptions.	80 % Analyzes relevant assumptions.	100 % Evaluates relevant assumptions.
Formulate Judgments & Solutions  Weight 25.00%	0 % Judgments and solutions are not formulated.	60 % Formulates judgments and solutions.	80 % Formulates and articulates reasons for judgments and solutions.	100 % Formulates, articulates reasons for, and recognizes potential consequences of judgments and solutions.
Calculations  Weight 15.00%	0 % Does not identify numbers for calculations.	60 % Identifies incorrect numbers for calculations.	80 % Identifies numbers, but does not perform calculations correctly.	100 % Identifies correct numbers and performs calculations correctly.
Spelling and grammar  Weight 10.00%	0 % Paper has several spelling and grammar errors or is difficult to interpret meaning.	60 % Paper has some spelling and grammar errors but meaning is relatively understandable.	80 % Has very few spelling and grammar errors and meaning is clear.	100 % Paper is free from spelling and grammar errors and meaning is clear.

Summary of Results

This 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 other departments 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. This report is the program level student learning outcomes for the AAS in Business Management. The data and information has been collected and analyzed from the Spring 2016 and Fall 2015 semesters. Artifacts collected came from the following courses: MKTG115 Principles of Marketing; SCOM125 Communication in the Workplace; BMGT Human Resource Management; ECON 211 Principles of Macroeconomics; and ACCT272 Financial Analysis and Budgeting. Data has been aligned to the Business Management (AAS) course mapping plans and further to the individual rubrics used within each course where information was collected.

Outcome 1:

Apply analytical and critical thinking skills with direct application to business environments. Students are required to complete a Decade Assignment where they are studying and analyzing an assigned decade. They research the time period, identify trends, fads and customs of that time period and then relate that information to customer buying preferences. There were 16 students who completed this assignment. For competency 1, 13 students achieved mastery, 1 achieved competent and 2 achieved novice. For competency 2, 13 students achieved mastery, 1 achieved competent and 2 achieved novice. For competency 3, 14 students achieved mastery and 2 achieved competent. For competency 4, 9 students

achieved mastery, 4 achieved competent, 2 achieved novice and 1 had no evidence. For competency 5, 15 students achieved mastery and 1 had no evidence. Based on this data it appears that students' skills are at the mastery or competent level, which indicates that the appropriate skills are being taught in the class. For competency 4 there needs to be additional assistance with student writing skills to ensure scores will improve.

Outcome 2:

Demonstrate business communication. Students are required to complete a sales presentation to the class where they sell a product to the class. There were 11 students who completed the assignment and all 11 students had 100% mastery on all 5 competencies.

Outcome 3:

Recognize human relations and diversity in professional and business environments. Students are required to complete a case study where they are given a case 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. In addition, they will locate two journal articles that also relate to the case and tie those articles into their summary. They are then given a series of questions about the case for which they will provide answers. There were 26 students who completed the assignment. For competency 1: 11 students achieved Mastery, 7 achieved Novice and 8 had No Evidence. For competency 2: 17 students achieved Mastery, 1 achieved Competent and 6 achieved Novice and 2 had No Evidence. For competency 3: 21 students achieved Mastery, 3 achieved Novice and 2 had No Evidence. For competency 4: 25 students

achieved Mastery, 1 achieved Competent. For competency 5: 20 students achieved Mastery, 2 achieved Competent and 3 had Novice. Based on this data it appears that students' skills are at the mastery or competent level, which indicates that the appropriate skills are being taught in the class.

Outcome 4:

Apply ethical and environmental values to general business principles and practices. Students are required to complete a collegiate level essay where they discuss an economics topic of their choice. They will select at least three articles that relate to the topic and then write a two-page paper discussing the topic. There were 27 students who completed this assignment. The average score of competency 1 was 85.3%, competency 2 was 83.8%, competency 3 was 72.1%, competency 4 was 86% and competency 4 was 77.2%. Based on this data it appears that students' skills are above Novice; however, because there were scores in the 70% range a greater emphasis should be placed on those competencies.

Outcome 5:

Use technology and computer software applications. For this assignment students were to identify two companies that are in the same industry and then using a computer find their financial statements and then analyze the statements. There were 31 students who completed this assignment. The average score of competency 1 was 90%, competency 2 was 80%, competency 3 was 86.7%, competency 4 was 90% and competency 5 was 86.7%. Based on this data it appears that students' skills are at the mastery or competent level, which indicates that the appropriate skills are being taught in the class. The goal for this

outcome could be to continue to improve the percentage of students achieving mastery for each competency.

Outcome 6:

Interpret a financial statement. For this assignment students were to identify two companies that are in the same industry and then using a computer find their financial statements and then analyze the statements. There were 31 students who completed this assignment. The average score of competency 1 was 90%, competency 2 was 80%, competency 3 was 86.7%, competency 4 was 90% and competency 5 was 86.7%. Based on this data it appears that students' skills are at the mastery or competent level, which indicates that the appropriate skills are being taught in the class. An emphasis on the skills for competencies 2 and 5 would help to improve students scores in those areas.

After meeting with the Assessment Committee it has become evident that there are artifact, program and alignment issues that need to be resolved. It will be difficult to obtain accurate perspective until these issues have been addressed and changes have been made. This program will be going through a program review so data will be interpreted at that time.

Summary of Analysis

Outcome 1

The ability to apply analytical and critical-thinking skills with direct application to business environments was assessed in MKTG 115 Principles of Marketing. The data indicates that the students skills are above the novice level but the instructor would like to see an increase in scores. In the future there will be a timeline given to students with rough drafts being turned in throughout the semester so that the final submission the students' turn in will have been corrected during the semester giving students the ability to manage the assignment in sections instead of completing it all at once. The goal will be to guide students in the right direction as they work on their research.

Outcome 2

Demonstrate business communication was assessed in SCOM125 Communication in the Workplace. There is not a relationship between the rubric being used and the outcome being assessed. A new rubric will need to be created that will reflect the behaviors required to appropriately assess the outcome. In addition, the outcome itself is vague. A better description of the outcome being measured will be created such as **Demonstrate effective oral, written and persuasive business communication**. There were also questions about a difference between communication and business communication. The process, methods and types of business communication and general communication are the same. The basic difference lies in their area of application. So for the purposes of this program, communication in sales presentations and other business activities is being assessed.

Outcome 3

Recognize human relations and diversity in professional and business environments was assessed in BMGT 108 Human Resource Management. "Recognize" is difficult to assess so the SLIC committee recommended rewording the outcome to state: **Summarize human relations and diversity in professional and business environments.** Summarizing can more easily be assessed which will provide a better snapshot of student learning.

Outcome 4

Apply ethical and environmental values to general business principles and practices, is assessed in ECON211 Principles of Macroeconomics. It has been noted that there were multiple sections of this course offered but only one course was used to report the results. For all future reports all sections will be used for the findings and results. In addition, it was noted that there is no relationship between the artifact and the program level outcome. To better reflect the outcomes, I will utilize a different artifact that better represents the students learning as it pertains to the specific outcome. This artifact will be presented to students in the BUAD120 Introduction to Business class. There was a mistake in the calculation of the average score for the 4th competency in the BMGT108 report that has now been corrected so the scores accurately reflects the average.

Outcome 5

The current wording of outcome 5 is Use technology and computer software applications. Again, this outcome is somewhat vague. The SLIC committee recommended revising the wording of the outcome. So in the future the outcome will read: **Demonstrate proper use of technology and computer software applications as they apply to business management.** Also, the ability to use technology was assessed in the core business class

ACCT 227 Financial Analysis and Budgeting. After meeting with the Assessment Committee it was discovered that the artifact being used for assessment did not align with the outcome. In the future this outcome will be measured in the ACCT 219 Accounting Management Software course where students will use accounting technology and software so that the artifact will align with the outcome.

Outcome 6

Interpret a financial statement is how the program outcome currently reads. This outcome was written in a vague or confusing manner so it has been revised for better clarity. The revised outcome will read **Analyze and interpret a business financial Statement.**

For all outcomes, we will focus on areas where scores were below 85 percent with more emphasis on writing skills and attention to detail. The rubrics will be reevaluated and revised for subsequent course offerings in the future.

Additional Summary Notes

Anomalies in the results that were noticed:

For the SCOM125 Communication in the Workplace course it was reported that all students scored 100% in all of the areas in which they were assessed. The question that arises from these results is does that mean that all students scored a perfect score in all areas or does the score mean that all students completed all areas? Also, is the reason for such high scores because there are only 11 students who were assessed? These questions will be addressed and the rubric will be revised to allow for the competencies to be more thoroughly assessed.

For ECON 211 Principles of Economics an average score of 85.3% was achieved for writing a collegiate level essay but only a score of 72.1% was achieved for following directions. The real question is how did they score high on collegiate writing, but they could not follow directions? This appears to be an anomaly because if 85% of students were able to write a collegiate level essay why were only 72% of them able to follow instructions? Perhaps the rubric should be reconsidered as it relates to the outcome in question. (It was decided based on this anomaly as well as the findings in the summary of analysis that students' learning of this specific outcome would be assessed in BUAD 120 Introduction to Business, using an artifact that better represents the students' learning as it pertains to the outcome.

For BMGT 108 Human Resource Management the students average on the first competency was much lower than on the other competencies. The reason for this lower score is because students are failing to include concepts and theories from their text in their summary. In the future, additional time will be spent focusing on what is meant by including concepts and theories from the text in their summaries. Examples will be provided to the students so they can see what the expectation is.

Were changes needed to improve student learning?

Yes, changes will be made based on the data that was collected. Please see Action Items to Improve Student Learning within this report.

Patterns in the data observed:

There were patterns observed that indicated that the rubric for the SCOM125 Communication in the Workplace class needs to be adjusted so it aligns with program outcome 2 Demonstrate business communication; . Also, a new artifact needs to be created

for program outcome 4 Apply ethical and environmental values to general business principles and practices as well as program outcome 5 Use technology and computer software applications.

Use of Results for Improvement

Based on the findings in this report, discussions with the SLIC review board have been made to make changes to the program so that the activities and rubrics better align with the program outcomes. Faculty have discussed making changes to program outcomes 2 through 6 so that they are more clear.

Rubrics will be revised, artifacts will be studied, importance of student outcomes 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.

To improve student learning the BMGT 108 course is being prepped for internal review for the Fall 2016 semester, BUAD 120 Introduction to Business has gone through internal review and has been approved for national Quality Matters (QM) standards and certification and MKTG 118 Retail Merchandising is being prepped for internal review for Spring 2017. Focusing on the QM standards greatly improves learning because it helps to ensure the coursework aligns with the course objectives as well as the program objective.

Update Degree Plan to Allow Program Grid to Indicate the Option to Take ECON 211 or ECON 212 (Either Course), Change BUED 110 to MATH 103/153 or higher, and change BMGT 228 to ACCT 227. Change courses within the program - Change to Allow ECON 211 instead of just ECON 212, Change BUED 110 to MATH 153 or higher, Change from BMGT

228 to ACCT 227. Changes began SU 2014: to Allow ECON 211 instead of just ECON 212, Change BUED 110 to MATH 153 or higher, Change from BMGT 228 to ACCT 227. The Business Management Advisory Board recommended: eliminated (Financial Management) from BMGT 228 to ACCT 227, to strengthen the program and better prepare students for careers. The change from (Business Math) BUED 110 to MATH 153 or higher, to align better with the Three Rivers College General Education grid.

After several discussions with the advisory committee and with Internship supervisors it has been determined that the program needs a greater emphasis on customer service. The material currently being taught in Supervisory Development and Management Applications can be combined to eliminate the need for Management Applications so that Customer Service Management can be added to the course requirements. The math requirement will also be addressed with this revision.

Adding (4) one-year certificates to the Business Management degree program. This addition allows the department to add courses to the program that we believe are important to the content of the program and offer a more complete certificate program. Also, this will provide opportunities for financial aid assistance that students are not eligible for with short-term certificates. Once approved by Department Of Education and implemented, the proposed Hospitality and Tourism, Management and Supervision, Marketing and Merchandising, and Sales "One-Year Certificate (s)" shall be evaluated for student success. Student success rates will be tracked due to the implementation of changes to Student Learning Outcomes in the online course BUAD 120 Introduction to Business one the QM course redesign has been completed.

In the fall of 2015, the process of making the following changes within the program began: Elimination of BMGT 296 Management Applications, add a new course Customer Service Management, change MATH 103/153 to include "or higher" to the program grid, and change the student learning outcomes in BUAD 120 Introduction to Business.

The program manager noted overall improved success rates of students in course. The changes provided more structure for the students in this online course and the course was also revised based on QM Standards. The Hospitality and Tourism, Management and Supervision, Marketing and Merchandising, and Sales "One-Year Certificate" application was approved by DOE will be accepted in the fall of 2016 and the changes will be implemented immediately within the same semester.

BMGT 108 - Revision of Course - Changing to a new textbook from Managing Human Resources 15th edition Bohlander and Snell Cengage Learning to Fundamentals of Human Resource Management 4th edition Dessler Pearson. Revise BMGT 108 Change of Student Learning Outcomes: Coursework wasn't properly aligned with the student learning outcomes after undergoing the Q M Self-Review. As a result, changing one of the outcomes and adding the 5th outcomes better aligns the coursework with the outcomes. Revision of program for all 4 one-year business management certificates. Textbook change for BMGT 108 Human Resource Management from Managing Human Resources 15th edition Bohlander and Snell Cengage Learning to Fundamentals of Human Resource Management 4th edition Dessler Pearson. Shall continue with new text for BMGT 108 Human Resource Management from Managing Human Resources 15th edition Bohlander and Snell Cengage Learning to Fundamentals of Human Resource Management 4th edition Dessler Pearson.

Add BUAD 120 Introduction to Business as a requirement to the AAS Business Management degree. Changing student learning outcomes for BUAD 120 Introduction to Business. This course just went through redesign and has been through the QM self-review. In the review it was brought to the instructor's attention that some of the coursework was not properly aligned with the student learning outcomes. Changing one of the outcomes and adding the 5th outcome better aligns the coursework with the outcomes. Based on feedback from the program Advisory Committee members the introduction to business course BUAD 120 Introduction to Business was added as a requirement to the AAS Business Management degree; since it is a business degree.

The change in the AS Business Management program of replacing and ACCT 211 and ACCT 212 with ACCT 216 affects the one-year certificates that are associated with the AAS Business Management degree. ACCT 211 Principles of Accounting will be replaced with ACCT 216 Business Accounting. Eliminate ACCT 211 Accounting I and ACCT 212 Accounting II from the AAS Business Management degree requirements. ACCT 211 and ACCT 212 are being replaced with ACCT 216 Business Accounting which contains the components of the subject matter that are important to a business management major.

Advisory committee members felt it was important to have an introduction to business course since it is a business degree. Add ACCT 216 Business Accounting to the AAS Business Management degree requirements. Terri Smith is submitting request to change ACCT 216 from inactive to active.

ACCT 216 Business Accounting contains the components of the subject matter that are important to a business management major. Make ACCT 219 Accounting Management Software an option with ACCT 227 Financial Analysis and Budgeting. A student completing

an AAS Business Management degree can take either ACCT 227 or ACCT 219 when this change is complete.

We are allowing the students to choose between ACCT 227 and ACCT 219 to allow those who want to learn QuickBooks that choice. Several members of the advisory committee have expressed concerns about new hires not having the background in QuickBooks but others expressed concerns about needing students to have background in financial analysis and budgeting so giving students the option to choose allows them to follow a path that will be most beneficial to them and their career plans. Allow ACCT 211 Principles of Accounting I or ACCT 216 Business Accounting to be completed in the four one-year certificates that are associated with the AAS Business Management Degree Program.

All courses will be reviewed by the end of the next assessment cycle (Spring 2017). Instructors will be able to go back and compare results between the current cycle with previous cycles to compare retention efforts and overall course improvements. Next year (2017) these courses will have been reviewed after they have achieved Q M Standards so we will have the ability to compare before/after changes. Significant changes in BUAD 120 may not be seen because changes were just made so a request for earlier data may be necessary. At the end of the Spring 2017 semester data collection will occur so that a new report can be created.

Identified Action Items to Improve Student Learning

- Evaluation and Alignment of Program Outcomes, Curriculum, Assessment Methods, Rubrics and Artifacts
- Review of BMGT 108 course in fall 2016
- Review of MKTG 118 Retail Merchandising in spring 2017

- Focus on the Q M Standards to ensure coursework alignment.
- Update degree plan to allow program grid to indicate the option to take ECON 211 or ECON 212, change BUED 110 to MATH 103/153 or higher, and change BMGT 228 to ACCT 227.
- Eliminate Financial Management from BMGT 228 to ACCT 227.
- Change from BUED 110 to MATH 153 or higher.
- Provide greater emphasis on customer service by adding a Customer Service course.
- Add four one-year certificates to the Business Management degree program and create an assessment plan to evaluate the one-year certificates.
- Change student learning outcomes in BUAD 120 Introduction to Business course.
- Eliminate BMGT 296 Management Applications from the program.
- Eliminate ACCT 211 Accounting I and ACCT 212 Accounting II from the program and replace with ACCT 216 Business Accounting.
- Allow students to choose either ACCT 227 Financial Analysis and Budgeting or ACCT 219 Accounting Management Software within the degree program.
- Allow ACCT 211 Accounting I or ACCT 216 Business Accounting to fulfill part of the requirements of the one-year certificates that are associate with the Business Management program.
- Change the textbook in BMGT 108 Human Resource Management from Managing Human Resources 15th edition Bohlander and Snell Cengage Learning to Fundamentals of Human Resource Management 4th edition Dessler Pearson.

Three Rivers College

THE COMMUNITY COLLEGE OF SOUTHEAST MISSOURI

Criminal Justice AAS

Program Level SLO Report

Shawn Westbrooks – Program Manager

2015-16

Program Purpose Statement

The purpose of the Criminal Justice Program at Three Rivers College is to provide students with the knowledge and skills necessary for a career in criminal justice upon completion of the Associate of Applied Science degree. This program includes career specific courses designed to prepare students for various career paths including law enforcement, corrections, investigations, treatment, and homeland security.

Program Outcomes

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

Criminal Justice Course Mapping

Course Student Learning Outcomes (Program Outcome Ties in Parenthesis)

ADJU 100 Introduction to Law Enforcement

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Describe the early history and development of law enforcement agencies	1,2,3,4,5
2	Identify the role and functions of various agencies	1,2,3,4,5
3	Recognize the basic tasks and styles of policing	1,2,3,4,5
4	Outline the basic legal restrictions on law enforcement	1,2,3,4,5
5	Describe the fundamental principles of social control	1,2,3,4,5

ADJU 113 Criminal Law

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Describe the basic legal principles of criminal law	3
2	Explain the impact of the U.S. Constitution on laws	3
3	Review the model penal code and Missouri criminal statutes	3
4	Differentiate criminal offenses based on legal classifications	3
5	Examine the elements and characteristics of various crimes	3

ADJU 114 Constitutional Law

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Describe the basic legal principles of the U.S. Constitution	1,2
2	Explain the impact of the U.S. Constitution on laws	1,2
3	Review Supreme Court decisions impacting criminal procedures	1,2
4	Examine the limitations placed on law enforcement by the U.S. Constitution	1,2

ADJU 213 Court Procedures

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Explain the structure and organization of the court system	4
2	Describe the hierarchy of the courts	4
3	Identify each step of the trial process	4
4	Review landmark court decisions related to criminal procedures	4

ADJU 223 Community Policing and Homeland Security*

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Describe each era of policing history	5
2	Identify various policing strategies used in the United States over the past 150 years	5
3	Discuss the concepts of Strategic, Neighborhood and Problem-Oriented Policing	5
4	Describe strategies used in implementing Community Policing	5
5	Identify the events which led to the Homeland Security Act of 2002	5
6	Explain the strategies, operations and tactics of Homeland Security	5

ADJU 233 Criminal Investigations*

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Identify the application of procedures discussed in previous courses	3
2	Employ techniques acquired while completing the criminal justice program	3
3	Analyze the day-to-day operations of the agency	3
4	Apply learned knowledge to actual situations	3

*Note: ADJU-223 and ADJU-233 are electives within a required group. Upon completion of the program, a student will have completed at least one of these courses.

Program Outcome Rubric

Verified by the following student assignment:

- 50 item exam given each semester to all students. Results of first semester students will be compared to the results of students completing the final semester of the program.

Rating	No Evidence	Novice	Competent	Mastery
Differentiate Constitutional amendments	Task not completed	Student identified less than half of amendments	Student identified the majority of amendments	Student identified all of the amendments
Apply Supreme Court rulings to given law enforcement scenarios	Task not completed	Student could apply less than half of given cases	Student could apply the majority of given cases	Student could apply all of the given cases
Identify a violation of Missouri law	Task not completed	Student could identify less than half of law violations	Student could identify the majority of law violations	Student could identify all law violations
Identify legal terminology used during a criminal trial	Task not completed	Student defined less than half of the terms and procedures	Student defined the majority of the terms and procedures	Student defined all of the terms and procedures
Describe the history of law enforcement including philosophical eras and significant events	Task not completed	Student described less than half of the eras and events	Student described the majority of the eras and events	Student described all of the eras and events

Program Outcome #1

Differentiate Constitutional amendments.

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?
ADJU100	Introduction to Law Enforcement	3	41	Sections: 1 Students: 24	Sections: 2 Students: 17	Sections: 0 Students: 0	FT: 1 PT: 0	Yes
ADJU114	Constitutional Law	2	35	Sections: 1 Students: 14	Sections: 1 Students: 21	Sections: 0 Students: 0	FT: 1 PT: 0	Yes

Course being reported: ADJU 100 Introduction to Law Enforcement

Face to Face Sections	
Identifying Constitutional Amendments	89.4%

Course being reported: ADJU 114 Constitutional Law

Face to Face Sections	
Identifying Constitutional Amendments	93.2%

Online Sections	
Identifying Constitutional Amendments	94.2%

Program Outcome #2

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

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?
ADJU100	Introduction to Law Enforcement	3	41	Sections: 1 Students: 24	Sections: 2 Students: 17	Sections: 0 Students: 0	FT: 1 PT: 0	Yes
ADJU114	Constitutional Law	2	35	Sections: 1 Students: 14	Sections: 1 Students: 21	Sections: 0 Students: 0	FT: 1 PT: 0	Yes

Course being reported: ADJU 100 Introduction to Law Enforcement

Face to Face Sections	
Apply significant Supreme Court rulings	86.2%

Online Sections	
Apply significant Supreme Court rulings	78.7%

Course being reported: ADJU 114 Constitutional Law

Face to Face Sections	
Apply significant Supreme Court rulings	92.5%

Online Sections	
Apply significant Supreme Court rulings	68.5%

Program Outcome #3

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

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?
ADJU100	Introduction to Law Enforcement	3	41	Sections: 1 Students: 24	Sections: 2 Students: 17	Sections: 0 Students: 0	FT: 1 PT: 0	Yes
ADJU113	Criminal Law	2	36	Sections: 1 Students: 33	Sections: 1 Students: 3	Sections: 0 Students: 0	FT: 1 PT: 0	Yes
ADJU233	Criminal Investigation	1	24	Sections: 1 Students: 24	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 0	Yes

Course being reported: ADJU 100 Introduction to Law Enforcement

Face to Face Sections	
Identify a violation of Missouri law	48.3%
Online Sections	
Identify a violation of Missouri law	55%

Course being reported: ADJU 113 Criminal Law

Face to Face Sections	
Identify a violation of Missouri law	80.3%
Online Sections	
Identify a violation of Missouri law	78.3%

Course being reported: ADJU 233 Criminal Investigation

Face to Face Sections	
Identify a violation of Missouri law	78.5%

Program Outcome #4

Identify legal terminology and procedures used within the criminal justice 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?
ADJU100	Introduction to Law Enforcement	3	41	Sections: 1 Students: 24	Section 2 Student 17	Sections 0 Students 0	FT: 1 PT: 0	Yes
ADJU213	Court Procedures	2	51	Sections: 1 Students: 31	Section 1 Student 20	Sections 0 Students 0	FT: 1 PT: 0	Yes

Course being reported: ADJU 100 Introduction to Law Enforcement

Face to Face Sections	
Identify legal terminology and procedures used within the criminal justice system.	74.6%
Online Sections	
Identify legal terminology and procedures used within the criminal justice system.	92.2%

Course being reported: ADJU 213 Court Procedures

Face to Face Sections	
Identify legal terminology and procedures used within the criminal justice system.	94.5%
Online Sections	
Identify legal terminology and procedures used within the criminal justice system.	97.5%

Program Outcome #5

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

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 Student	Number of FT and PT	Were all sections of this course involved
ADJU100	Introduction to Law Enforcement	3	41	Sections: 1 Students: 24	Sections: 2 Students: 17	Section: 0 Student: 0	FT: 1 PT: 0	Yes
ADJU223	Community Policing and Homeland	1	28	Sections: 1 Students: 28	Sections: 0 Students: 0	Section: 0 Student: 0	FT: 1 PT: 0	Yes

Course being reported: ADJU 100 Introduction to Law Enforcement

Face to Face Sections	
Distinguish eras, theories, and events...	66.6%

Online Sections	
Distinguish eras, theories, and events...	37.2%

Course being reported: ADJU 223 Community Policing and Homeland Security

Face to Face Sections	
Distinguish eras, theories, and events...	84.6%

Summary of Results

The learning outcome results from the ADJU-100 course represent an entry level knowledge of the students. All five learning outcomes are accessed at the entry level. The learning outcomes are also accessed at the end of courses that are specific to the learning outcome. For example, SLO #3 evaluates a student's knowledge of Missouri law. The results of SLO #3 from the entry 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.

With only one exception, the results showed that students are gaining knowledge of the program SLOs after completion of the higher lever courses. The following are examples of the findings:

In Spring 2016, ADJU-100 students averaged 86.2% on SLO #1 while ADJU-114 students averaged 92.5%, a 7% increase. ADJU-100 students averaged 70.0% on SLO #2 while ADJU-113 students averaged 78.3%, almost a 12% increase. ADJU-100 students averaged 48.3% on SLO #3 while ADJU-233 averaged 78.5%, a 62% increase. ADJU-100 students averaged 74.6% on SLO #4 while ADJU-213 students averaged 97.5%, a 30% increase. In Fall 2015, ADJU-100 students averaged 54.4% on SLO #5 while ADJU-223 students averaged 84.6%, a 55% increase.

The only instance of an average score going down was with SLO #4 when comparing ADJU-100 Spring 2016 to ADJU-213 Summer 2016. It should be noted that there was only one student in ADJU-213 that summer, so the result is an anomaly.

The following represents a comparison of the entry level knowledge of students compared to the knowledge of students completing courses most relevant to the learning outcome from Fall 2014 to Fall 2016:

Program Outcome 1:

The ADJU-100 score represents the average knowledge level of students entering the program.

That score is compared to the score after completing a course directly related to the learning outcome.

Differentiate Constitutional amendments.

Term	# of Students??	Modality	ADJU 100 Scores	ADJU 114 Scores
Fall 2014	34	ITV	78.2%	-
Spring 2015	18	Face to Face	62.4%	-
Spring 2015	26	Face to Face	-	93.4%
Summer 2015	2	Web	85%	-
Fall 2015	16	Web	95%	-
Fall 2015	21	Web	-	94.2%
Spring 2016	24	ITV	89.4%	-
Spring 2016	14	Face to Face	-	93.2%
Summer 2016	1	Web	60%	-
Fall 2016	21	Web	88.6%	-
Fall 2016	24	ITV	-	90.4%
AVERAGE			79.8%	92.8%

Program Outcome 2:

The ADJU-100 score represents the average knowledge level of students entering the program.

That score is compared to the score after completing a course directly related to the learning outcome.

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

Term	# of Students??	Modality	ADJU 100 Scores	ADJU 114 Scores
Fall 2014	34	ITV	82.5%	-
Spring 2015	18	Face to Face	68.9%	-
Spring 2015	26	Face to Face	-	92.8%
Summer 2015	2	Web	80%	-
Fall 2015	16	Web	77.5%	-
Fall 2015	21	Web	-	68.5%
Spring 2016	24	ITV	86.2%	-
Spring 2016	14	Face to Face	-	92.5%
Summer 2016	1	Web	80%	-
Fall 2016	21	Web	66.1%	-
Fall 2016	24	ITV	-	85.2%
AVERAGE			77.3%	84.8% (w/ WEB)
				90.2% (w/o WEB)

Program Outcome 3:

The ADJU-100 score represents the average knowledge level of students entering the program.

That score is compared to the score after completing a course directly related to the learning outcome.

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

Term	# of Students??	Modality	ADJU 100 Scores	ADJU 113 Scores	ADJU 233 Scores
Fall 2014	34	ITV	38.2%	-	
Fall 2014	36	ITV	-	78.3%	-
Fall 2014	38	ITV	-	-	81.7%
Spring 2015	18	Face to Face	48.7%	-	-
Summer 2015	7	Web	-	77.1%	-
Summer 2015	2	Web	70%	-	-
Fall 2015	33	ITV	-	80.3%	-
Fall 2015	16	Web	40%	-	-
Spring 2016	24	ITV	48.3%	-	-
Spring 2016	24	ITV	-	-	78.5%
Summer 2016	1	Web	70%	-	-
Summer 2016	3	Web	-	78.3%	-
Fall 2016	21	Web	52.3%	-	-
Fall 2016	16	Web	-	76.9%	-
AVERAGE			52.5%	78.2%	80.1%

Program Outcome 4:

The ADJU-100 score represents the average knowledge level of students entering the program.

That score is compared to the score after completing a course directly related to the learning outcome.

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

Term	# of Students??	Modality	ADJU 100 Scores	ADJU 213 Scores
Fall 2014	34	ITV	74.5%	-
Fall 2014	8	ITV	-	90.6%
Fall 2014	27	Web	-	90%
Spring 2015	18	Face to Face	72.9%	-
Summer 2015	2	Web	90%	-
Fall 2015	31	ITV	-	94.5%
Fall 2015	16	Web	84.3%	-
Spring 2016	24	ITV	74.6%	-
Spring 2016	20	Web	-	97.5%
Summer 2016	1	Web	100%	-
Fall 2016	21	Web	72.3%	-
AVERAGE			81.2%	93.2%

Program Outcome 5:

The ADJU-100 score represents the average knowledge level of students entering the program.

That score is compared to the score after completing a course directly related to the learning outcome.

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

Term	# of Students	Modality	ADJU 100 Scores	ADJU 223 Scores
Fall 2014	34	ITV	58.7%	-
Spring 2015	18	Face to Face	69.1%	-
Summer 2015	2	Web	80%	-
Fall 2015	28	ITV	-	84.6%
Fall 2015	16	Web	54.4%	-
Spring 2016	24	ITV	66.6%	-
Summer 2016	1	Web	20%	-
Fall 2016	21	Web	43.3%	-
Fall 2016	11	Face to Face	-	90.4%
AVERAGE			56%	87.5%

Summary of Analysis

The results confirm that student learning improves as a result of prolonged exposure to specific content related to each student learning outcome. As outlined in the Summary of Results, student scores improve significantly once they are exposed to higher level course content related to the learning outcome. This suggests that current course content and instructional methods within these courses are effective.

As more data is collected following future semesters, a more accurate analysis can be done. Comparisons based on modality (face-to-face, ITV, and WEB) will provide valuable data for improving course instruction. The initial results reflect what is expected. It would be premature to declare any definitive conclusions from this data based on the sample size. As more data is collected in the future, the more information we will have to analyze.

Additional Summary Notes

Anomalies in the results that were noticed:

The only instance of an average score going down was with SLO #4 when comparing ADJU-100 Spring 2016 to ADJU-213 Summer 2016. It should be noted that there was only one student in ADJU-213 that summer, so the result is an anomaly.

Were changes needed to improve student learning?

No changes will be made at this time. There is only two years of data with the current process. Valid and reliable trends will be more clear following a third year of results. Once any consistencies are noted, appropriate changes will be made as needed.

Patterns in the data observed:

The results confirm that student learning improves as a result of prolonged exposure to specific content related to each student learning outcome. With only two years of data, it would be difficult to justify any findings as a pattern at this time.

Use of Results for Improvement

No significant changes will be made at this time. There is only two years of data with the current process. Valid and reliable trends will be clearer following a third year of results. Any significant changes made now would make it more difficult to analyze findings due to altering instructional methodology. There are no significant issues that would require immediate changes. I would like to have at least three years of data based on similar methods of instruction before any decision to alter instructional methods are considered. Once more data is collected, an increased focus on any needed subject matter would be implemented if no significant improvement was found following the higher level courses. Also, modality comparisons will provide justifications for instructional changes if needed. An additional year of data will assist in clarifying any trends.

Three Rivers College

THE COMMUNITY COLLEGE OF SOUTHEAST MISSOURI

Early Childhood Development AAS

Program Level SLO Report

Heather Cornman – Program Manager

2015-16

Program Purpose Statement

The Early Childhood Development curriculum is designed to both prepare students for employment and for leadership roles in licensed child centers. Although offered as a terminal degree, many courses also transfer into four-year Early Childhood Development programs. NOTE: All students enrolling in ECD 205, ECD 208, ECD 237, ECD 295 and ECD 296 are required to submit proof of current First Aid or CPR certification and a clear criminal background check prior to doing any observations at centers.

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

Early Childhood Development Course Mapping

ECD 126 Health, Safety, and Nutrition

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Relate awareness, effective practices, and sound health education in order to promote children's health	1, 4
2	Demonstrate how to create and maintain safe learning environments.	1, 4
3	Examine appropriate meal planning, food safety, and nutrition education in order to meet children's essential nutritional needs.	1, 4, 5
4	Relate awareness, effective practices, and sound health education in order to promote children's health	1, 4

ECD 202 Survey of Early Childhood Development

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Recognize the history and importance of early childhood development	1, 6
2	Demonstrate an understanding of child growth and development	1
3	Employ the components of high quality early childhood education in curriculum development	1, 3, 4, 5
4	Apply knowledge of the role as a professional in the early childhood field.	6

ECD 205 Preschool CDA

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Explain how to provide a safe environment and reduce injuries for children	1, 2
2	Demonstrate how to promote good health and nutrition.	1, 2
3	Arrange and construct a learning environment for children that is conducive to play and exploration.	1, 4
4	Organize activities and opportunities that encourage curiosity, exploration, and problem solving appropriate to the developmental level and learning styles of children.	1, 4, 5
5	Communicate actively with children and provide opportunities for children to learn verbal and nonverbal means of communicating.	1
6	Prepare activities that stimulate children to play with rhythm, sound, language, and space to express creativity and individual ideas.	1, 5

7	Meet physical and emotional security for each child and to promote independence.	1
8	Create an atmosphere in which children feel accepted and encourage feelings of empathy and mutual respect.	1, 3, 4
9	Arrange a supportive environment in which children can begin to learn to practice appropriate and acceptable behavior.	1, 4, 5
10	Create open, friendly and cooperative relationships with families.	2, 6
11	Employ resources that will have a well-run purposeful environment for children.	1, 4
12	Apply knowledge of early childhood theories and practices	1, 4

ECD 208 Infant/Toddler CDA

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Explain how to provide a safe environment and reduce injuries for children.	1, 2
2	Demonstrate how to promote good health and nutrition.	1, 2
3	Arrange and construct a learning environment for children that is conducive to play and exploration.	1, 4
4	Organize activities and opportunities that encourage curiosity, exploration, and problem solving appropriate to the developmental level and learning styles of children.	1, 4, 5
5	Communicate actively with children and provide opportunities for children to learn verbal and nonverbal means of communicating.	1
6	Prepare activities that stimulate children to play with rhythm, sound, language, and space to express creativity and individual ideas.	1, 5
7	Meet physical and emotional security for each child and to promote independence.	1
8	Create an atmosphere in which children feel accepted and encourage feelings of empathy and mutual respect.	1, 3, 4
9	Arrange a supportive environment in which children can begin to learn to practice appropriate and acceptable behavior.	1, 4, 5
10	Create open, friendly and cooperative relationships with families.	2, 6
11	Employ resources that will have a well-run purposeful environment for children.	1, 4
12	Apply knowledge of early childhood theories and practices	1, 4

ECD 235 Special Children

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Recognize benefits of early intervention and intervention strategies.	1, 3

2	Compare characteristics of children with developmental or learning disorders to typically developing children.	1
3	Demonstrate how to plan an environment for inclusion of all children.	3, 5
4	Distinguish importance of parent-teacher partnerships for involvement of families with special needs children.	2

ECD 237 Early Childhood Development Lab

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Recognize the history and types of programs in Early Childhood Education	1
2	Examine developmentally appropriate practice	3, 7
3	Assess how curriculum and developmentally appropriate practice is applied in the early childhood setting	4, 5, 7
4	Illustrate importance of professionalism in the early childhood field	2, 6

ECD 245 Early Childhood Administration

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Examine the administrative/managerial tasks involved in starting and maintaining an early childhood program	6
2	Demonstrate developmentally appropriate planning for various age groups in an early childhood setting	4
3	Illustrate effective management of staff	3, 6
4	Assess strategies for family and community involvement	2, 3

ECD 247 Early Childhood Curriculum

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Design curriculum that is child centered, child initiated and responsive to families.	1, 2, 3, 4, 5
2	Implement curriculum that supports play and learning using developmental, inclusive, and anti-bias principles.	1, 2, 3, 4

ECD 295 Early Childhood Practicum I

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Demonstrate professional and ethical behaviors with children, colleagues, and families in the early childhood setting.	1, 2, 6, 7

2	Prepare learning experiences appropriate for infants and toddlers.	1, 2, 3, 4, 5, 6, 7
3	Illustrate appropriate and respectful guidance and classroom management strategies with infants and toddlers.	1, 2, 3, 4, 5, 6, 7

ECD 296 Early Childhood Practicum II

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Demonstrate professional and ethical behaviors with children, colleagues, and families in the early childhood setting.	1, 2, 6, 7
2	Prepare learning experiences appropriate for preschool-aged children.	1, 2, 3, 4, 5, 6, 7
3	Illustrate appropriate and respectful guidance and classroom management strategies with preschool-aged children	1, 2, 3, 4, 5, 6, 7

ECD 298 Special Topics in Early Childhood

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Demonstrate an understanding of the program development process and programming rules.	1,2,3
2	Apply knowledge of objects, events and properties as they apply to and influence program performance.	2,3,4
3	Create programs that meet the needs of the user.	1,2,3,4

Program Outcome #1

Promoting Child Development and Learning.

Candidates use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging 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 126	Health, Safety, and Nutrition	2	39	Sections: 0 Students: 0	Sections: 2 Students: 39	Sections: 0 Students: 0	FT: 0 PT: 1	Yes
ECD 202	Survey of Early Childhood Development	2	27	Sections: 0 Students: 0	Sections: 2 Students: 39	Sections: 0 Students: 0	FT: 1 PT: 0	Yes
ECD 235	Special Children	1	15	Sections: 0 Students: 0	Sections: 2 Students: 27	Sections: 0 Students: 0	FT: 1 PT: 0	Yes
ECD 237	Early Childhood Development Lab	1	10	Sections: 1 Students: 10	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 0	Yes
ECD 247	Early Childhood Curriculum	1	10	Sections: 0 Students: 0	Sections: 1 Students: 10	Sections: 0 Students: 0	FT: 1 PT: 0	Yes
ECD 295	Early Childhood Practicum I	1	8	Sections: 1 Students: 8	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 0	Yes
ECD 296	Early Childhood Practicum II	1	8	Sections: 1 Students: 8	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 0	Yes

Artifact:

ECD 126-Food Poster Presentation

ECD 202-Room Arrangement

ECD 235-Materials Adaption

ECD 237-Final Test

ECD 247-Lesson Plan

Criteria	ECD 126 Online	ECD 202 Online	ECD 235 Online	ECD 237 Face to Face	ECD 247 Online	ECD 295 Face to Face	ECD296 Face to Face
Recognize young children's characteristics and needs.	82%	83%	92%	99%	75%	100%	100%
Illustrate multiple influences on young children's development and learning.	82%	83%	92%	99%	75%	100%	100%
Create healthy, respectful, supportive, and challenging learning environments.	82%	83%	92%	99%	75%	100%	100%

ECD 295-296-Practicum

Criteria	No Evidence	Novice	Competent	Mastery
Recognize young children's characteristics and needs.	Does not show an understanding of young children's characteristics and needs	Student identifies typical developmental behaviors and the needs of children.	Student employs appropriate knowledge of developmental behaviors and needs across the early childhood years.	Student compares and contrasts developmental behaviors and needs across the early childhood years.
Illustrate multiple influences on young children's development and learning. (Cultural/diverse/anti-bias perspectives on development and learning)	Does not show an understanding of multiple influences on development and learning	Student identifies the core domain developmental theories and theorists in the field.	Student shows adequate understanding of the major domain development theories and theorists in the field.	Student classifies major domain development theories and theorists in the field.
Create healthy, respectful, supportive, and challenging learning environments	Fails to recognize developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for all young children	Recognizes and attempts to distinguish between learning activities and lesson plans that use developmentally and culturally appropriate strategies and those that are inappropriate	Designs environments, lesson plans, and learning activities that are interesting to children, promote playfulness, exploration, encourage children to solve problems and think new thoughts, and arise out of children's culture, families, interests and life-experiences.	Designs and implements environments, learning activities, and lesson plans that are interesting to children, promote playfulness, exploration, encourage children to solve problems and think new thoughts, and arise out of children's culture, families, interests and life-experiences.

Program Outcome #2

Building Family and Community Relationships.

Candidates know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families 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 235	Special Children	1	15	Sections: 0 Students: 0	Sections: 2 Students: 27	Sections: 0 Students: 0	FT: 1 PT: 0	Yes
ECD 237	Early Childhood Development Lab	1	10	Sections: 1 Students: 10	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 0	Yes
ECD 245	Early Childhood Administration	1	15	Sections: 0 Students: 0	Sections: 1 Students: 15	Sections: 0 Students: 0	FT: 1 PT: 0	Yes
ECD 295	Early Childhood Practicum I	1	8	Sections: 1 Students: 8	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 0	Yes
ECD 296	Early Childhood Practicum II	1	8	Sections: 1 Students: 8	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 0	Yes

Artifact:

ECD 235-Materials Adaption

ECD 237-Final Test

ECD 295/296-Practicum

Criteria	ECD 235 Online	ECD 237 Face to Face	ECD 295 Face to Face	ECD296 Face to Face
Identify diverse family and community characteristics.	73%	99%	-	-
Demonstrate how to support and engage families and communities through respectful, reciprocal relationships.	73%	99%	100%	100%
Discover how to engage and involve families and communities in their children's development and learning.	73%	99%	-	-

Program Outcome #2 Rubric

Criteria	No Evidence	Novice	Competent	Mastery
Identify diverse family and community characteristics.	No identification	Student knows & understands multiple aspects of professional relationships & how to utilize & foster community services.	Student knows & understands multiple aspects of professional relationships & how to utilize & foster community services.	Student understands the importance of positive working relationships with professional colleagues, support services, & community members to support children's well-being.
Demonstrate how to support and engage families and communities through respectful, reciprocal relationships.	Does not demonstrate	Student states their respect for the variances in how families & communities relate to their young children.	Student applies awareness & respect for diversity in how families & communities relate to their young children.	Student designs program initiatives that illustrate awareness & respect for diversity in how families & communities relate to their young children.
Discover how to engage and involve families and communities in their children's development and learning.	No discovery	Student states the influences on family involvement in their children's development.	Student demonstrates adequate familiarity with the various influences on family involvement.	Student demonstrates the various influences on family involvement in their children's development.

Program Outcome #3

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

Candidates know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to support 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 202	Survey of Early Childhood Development	2	27	Sections: 0 Students: 0	Sections: 2 Students: 27	Sections: 0 Students: 0	FT: 1 PT: 0	Yes
ECD 235	Special Children	1	15	Sections: 0 Students: 0	Sections: 1 Students: 15	Sections: 0 Students: 0	FT: 1 PT: 0	Yes
ECD 237	Early Childhood Development Lab	1	10	Sections: 1 Students: 10	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 0	Yes
ECD 245	Early Childhood Curriculum	1	15	Sections: 0 Students: 0	Sections: 1 Students: 15	Sections: 0 Students: 0	FT: 1 PT: 0	Yes
ECD 247	Early Childhood Curriculum	1	10	Sections: 0 Students: 0	Sections: 1 Students: 10	Sections: 0 Students: 0	FT: 1 PT: 0	Yes
ECD 295	Early Childhood Practicum I	1	8	Sections: 1 Students: 8	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 0	Yes
ECD 296	Early Childhood Practicum II	1	8	Sections: 1 Students: 8	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 0	Yes

Artifact:

ECD 202-Room Arrangement
 ECD 235-Materials Adaption
 ECD 237-Final Test
 ECD 245-Budget
 ECD 247-Lesson Plan
 ECD 295/296-Practicum

Criteria	ECD 202 Online	ECD 235 Online	ECD 237 Face to Face	ECD 245 Online	ECD 247 Online	ECD 295 Face to Face	ECD296 Face to Face
Identify the goals, benefits, and uses of assessment.	86%	-	-	82%	75%	-	-
Demonstrate skills in conducting observation, documentation, and other appropriate assessment tools and approaches.	-	-	99%	-	-	100%	100%
Explain the responsibility of assessment to promote positive outcomes for each child.	-	92%	-	82%	75%	-	-
Relate assessment partnerships with families and professional colleagues.	-	92%	-	-	-	-	-

Program Outcome #3 Rubric

Criteria	No Evidence	Novice	Competent	Mastery
Identify the goals, benefits, and uses of assessment.	Student does not analyze core principles & goals of appropriate assessment	Student identifies core principles & goals of appropriate assessment.	Student employs core principles & goals of appropriate assessment.	Student analyzes core principles & goals of appropriate assessment
Demonstrate skills in conducting observation, documentation, and other appropriate assessment tools and approaches.	Student does not create their own professional commitment to devising & tailoring assessment systems	Student identifies the importance of creating assessment partnerships	Student shows a professional commitment to devising & tailoring assessment systems	Student creates their own professional commitment to devising & tailoring assessment systems.
Explain the responsibility of assessment to promote positive outcomes for each child.	Student does not outline or plans observational strategies as well as documents the data collected.	Student uses observational strategies in learning about children & document in a systematic manner.	Student uses observational strategies as well as documents the data collected in order to plan curriculum or intervention	Student outlines & plans observational strategies as well as documents the data collected.
Relate assessment partnerships with families and professional colleagues.	Student does not apply their familiarity with current standardized or published tools.	Student states the purpose of particular assessment tools	Student demonstrates the use of current standardized or published assessment tools.	Student applies their familiarity with current standardized or published tools.

Program Outcome #4

Using developmentally effective approaches.

Candidates prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Candidates know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child'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 126	Health, Safety, and Nutrition	2	39	Sections: 0 Students: 0	Sections: 2 Students: 39	Sections: 0 Students: 0	FT: 0 PT: 1	Yes
ECD 202	Survey of Early Childhood Development	2	27	Sections: 0 Students: 0	Sections: 2 Students: 27	Sections: 0 Students: 0	FT: 1 PT: 0	Yes
ECD 237	Early Childhood Development Lab	1	10	Sections: 1 Students: 10	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 0	Yes
ECD 245	Early Childhood Curriculum	1	15	Sections: 0 Students: 0	Sections: 1 Students: 15	Sections: 0 Students: 0	FT: 1 PT: 0	Yes
ECD 247	Early Childhood Curriculum	1	10	Sections: 0 Students: 0	Sections: 1 Students: 10	Sections: 0 Students: 0	FT: 1 PT: 0	Yes
ECD 295	Early Childhood Practicum I	1	8	Sections: 1 Students: 8	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 0	Yes
ECD 296	Early Childhood Practicum II	1	8	Sections: 1 Students: 8	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 0	Yes

Artifact:

ECD 126-Nutrition Poster Presentation
 ECD 202-Room Arrangement
 ECD 237-Final Test
 ECD 245-Budget
 ECD 247-Lesson Plan
 ECD 295/296-Practicum

Criteria	ECD 126 Online	ECD 202 Online	ECD 237 Face to Face	ECD 245 Online	ECD 247 Online	ECD 295 Face to Face	ECD296 Face to Face
Relate the use of positive relationship and supportive interactions with the importance of children's success in learning.	90%	86%	-	82%	-	-	-
Apply effective strategies and tools to influence development and learning of young children.	-	-	92%	-	-	-	-
Use various learning formats of teaching/learning approaches to promote young children's development.	-	-	-	-	-	100%	100%
Develop reflective, responsive, and intentional teaching practices to promote positive outcomes for each child.	-	-	-	-	75%	-	-

Program Outcome #4 Rubric

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 understand the principles of instruction based on developmental knowledge of young children	Student knows & understands a variety of teaching strategies.	Student will understand the principles of instruction based on pedagogical principles..	Student understands the principles of instruction based on developmental knowledge of young children.
Apply effective strategies and tools to influence development and learning of young children.	Student does not create planning, teaching approaches, materials, & technology which reflects knowledge of individual children's learning needs	Student identifies how planning, teaching approaches, materials & technology chosen in teaching ought to reflect the individual child's learning needs	Student applies knowledge of individual children's learning needs in planning, teaching approaches, materials & technology chosen.	Student creates planning, teaching approaches, materials, & technology which reflects knowledge of individual children's learning needs
Use various learning formats of teaching/learning approaches to promote young children's development.	Student does not demonstrate skillful awareness of the factors involved in choosing instructional approaches	Student identifies & describes various factors affecting instructional approach choices	Student demonstrates appropriate awareness of the factors involved in choosing instructional approaches.	Student demonstrates skillful awareness of the factors involved in choosing instructional approaches
Develop reflective, responsive, and intentional teaching practices to promote positive outcomes for each child.	Student does not show professional understanding of core research-based teaching approaches	Student reviews core research based teaching strategies.	Student applies core research based teaching approaches	Student shows professional understanding of core research-based teaching approaches

Program Outcome #5

Using content knowledge to build meaningful curriculum.

Candidates prepared in early childhood degree programs use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Candidates understand the importance of developmental domains and academic (or content) disciplines in early childhood curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for every young 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

Course being reported: ECD 247

Online Sections	
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.	75%
Identify the use of central concepts, inquiry tools, and structures of content areas or academic disciplines.	75%
Design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.	75%

Artifact:

ECD 247-Lesson Plan

Program Outcome #5 Rubric

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 understand the role of appropriate curriculum for young children	Student understands the role of appropriate curriculum for young children	Student creates & modifies meaningful curriculum based on developmentally appropriate practice	Student incorporates & vary strategies & concepts 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 demonstrate an understanding of the many factors that influence curriculum choices	Student demonstrates an understanding of the many factors that influence curriculum choices	Student specified factors that influence curriculum choices	Student evaluates factors that influence curriculum choices
Design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.	Student does not identify components necessary to plan for integrating content, skills, & attitudinal outcomes for young children	Student identifies components necessary to plan for integrating content, skills, & attitudinal outcomes for young children	Student demonstrates an ability to plan for integrating content, skills, & attitudinal outcomes which may include the use of technology, for all young children	Student evaluates & critiques their ability by planning for integration of content, skills, & attitudinal outcomes which may include the use of technology, for all young children.

Program Outcome #6

Becoming a professional.

Candidates prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

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	10	Sections: 1 Students: 10	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 0	Yes
ECD 295	Early Childhood Practicum I	1	8	Sections: 1 Students: 8	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 0	Yes
ECD 296	Early Childhood Practicum II	1	8	Sections: 1 Students: 8	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 0	Yes

Course being reported: ECD 237

Artifact: Final Test

Face to Face Sections	
Recognize the importance of identifying and involving oneself with the early childhood field.	99%
Demonstrate ethical standards and other early childhood professional guidelines.	99%
Participate in continuous, collaborative learning to inform practice; use technology effectively with young children, with peers, and as a professional resource.	99%
Show evidence of integrating knowledgeable, reflective, and critical perspective on early education.	99%
Illustrate informed advocacy for children and profession.	99%

Course being reported: ECD 295

Artifact: Practicum

Face to Face Sections	
Recognize the importance of identifying and involving oneself with the early childhood field.	100%
Demonstrate ethical standards and other early childhood professional guidelines.	100%
Participate in continuous, collaborative learning to inform practice; use technology effectively with young children, with peers, and as a professional resource.	100%
Show evidence of integrating knowledgeable, reflective, and critical perspective on early education.	100%
Illustrate informed advocacy for children and profession.	100%

Course being reported: ECD 296

Artifact: Practicum

Face to Face Sections	
Recognize the importance of identifying and involving oneself with the early childhood field.	99%
Demonstrate ethical standards and other early childhood professional guidelines.	99%
Participate in continuous, collaborative learning to inform practice; use technology effectively with young children, with peers, and as a professional resource.	99%
Show evidence of integrating knowledgeable, reflective, and critical perspective on early education.	99%
Illustrate informed advocacy for children and profession.	99%

Program Outcome #6 Rubric

Criteria	No Evidence	Novice	Competent	Mastery
Recognize the importance of identifying and involving oneself with the early childhood field.	Student does not prioritize an active commitment to the profession	Student summarizes their commitment to the profession	Student demonstrates strong commitment to the profession	Student prioritizes an active commitment to the profession
Demonstrate ethical standards and other early childhood professional guidelines.	Does not show knowledge of NAEYC Code of Ethics	Student identifies & labels knowledge about NAEYC Code of Ethics	Student illustrates knowledge about core principles of NAEYC Code of Ethics	Student consistently demonstrates thorough knowledge about the content of the NAYEC Code of Ethics
Participate in continuous, collaborative learning to inform practice; use technology effectively with young children, with peers, and as a professional resource.	Student does not appraise their commitment to lifelong learning, based on professional situation & identified needs	Student defines their own commitment to lifelong learning	Student demonstrates strong commitment to lifelong learning	Student appraises their commitment to lifelong learning, based on professional situation & identified needs
Show evidence of integrating knowledgeable, reflective, and critical perspective on early education.	Limited knowledge of core NAEYC related policies, recommended practices & values	Student locates & reviews knowledge of core NAEYC related policies, recommended practices & values	Student applies appropriate knowledge of core policies, values, & recommended practices.	Student consistently demonstrates broad knowledge about professional policies, values, & practices
Illustrate informed advocacy for children and profession.	Student does not defend & support their professional commitment to viewing themselves as an advocate	Student states a commitment to serving in an advocate position	Student states strong commitment to advocating for young children & their families	Student defends & supports their professional commitment to viewing themselves as an advocate

Program Outcome #7

Field Experiences

Field experiences and clinical practice are planned and sequenced so that candidates develop the knowledge, skills and professional dispositions necessary to promote the development and learning of young children across the entire developmental period of early childhood – in at least two of the three early childhood age groups (birth – age 3, 3 through 5, 5 through 8 years) and in the variety of settings that offer early education (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 237	Early Childhood Development Lab	1	10	Sections: 1 Students: 10	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 0	Yes
ECD 295	Early Childhood Practicum I	1	8	Sections: 1 Students: 8	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 0	Yes
ECD 296	Early Childhood Practicum II	1	8	Sections: 1 Students: 8	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 0	Yes

Artifact: Practicum

Criteria	ECD 237 Face to Face	ECD 295 Face to Face	ECD 296 Face to Face
Opportunities to observe and practice in at least two of the three early childhood age groups (birth–age 3, 3-5,5-8)	100%	100%	100%
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)	100%	100%	100%

Program Outcome #7 Rubric

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).

Summary of Results

This report was compiled with information from 2016 before the ECD program had begun developing program outcomes and rubrics. The majority of assessments reported did not have rubrics. Information gathered was from final assignment grades.

The results from the outcomes do not reflect an accurate assessment of how students met the program outcomes since only course rubrics were used to assess. Not all elements of each rubric was used for documenting outcomes.

Summary of Analysis

Student learning was difficult to assess without accurate program rubrics. The data that is shown in the report represents the student's grade on the chosen assessment. This does not accurately portray student learning in regards to program outcomes.

The data does show that students more successful in face-to-face courses than online. This possibly is a result of using their practicum experiences and scoring them only on the fact that they completed the required amount of practicum hours. Field experiences were not assessed with an on-site instructor evaluation.

Multiple courses were used in documenting student learning in each outcome. Some of the assessment in the courses may not be as strong of an indicator as others. This process needs to be narrowed down.

The data depicts that student learning was successful but this may not be a true reflection when using program rubrics for assessing.

Additional Summary Notes

Anomalies in the results that were noticed:

Accurate outcomes were not evident due to using assignment rubrics for outcomes instead of program outcome rubrics.

Were changes needed to improve student learning?

Yes, these are outlined in the Use of Results for Improvement.

Patterns in the data observed:

Data showed positive outcomes for student learning, yet, the data is not a true reflection of the learning that needs to be assessed.

Use of Results for Improvement

- Program rubrics will be created and implemented using the national standards and supporting key elements.
- Program Student Learning Outcomes are measured by the NAEYC (National Association for the Education of Young Children) national standards. Program rubrics are based on these standards. There are 6 core standards that describes 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.
- More comprehensive course assessments and rubrics will be created so student learning can be assessed accurately.
- Student learning outcomes for ECD 205 and ECD 208 will be updated through the curriculum process.
- An on-site evaluation completed by instructor will be completed along with an evaluation from on-site supervisor for ECD 237, 295, and 296 for field experiences.
- Teaching Philosophy from ECD 205/208 will be used to assess Program Outcome #6- Becoming a Professional.

Identified Action Items to Improve Student Learning

- Program purpose statement will updated in the 17-18 catalog to reflect the various positions and roles available to students. New statement:
 - The Early Childhood Development curriculum is designed to prepare students for employment and leadership roles in licensed child care centers, private preschools, and Head Start programs. Although offered as a terminal degree, many courses transfer into four-year early childhood development programs.
- Consider deleting ECD 298 from the program. This was developed to give students credit for completion of approved National and State workshops. It is an elective for the ECD program and has not been utilized in the past 3 years.
- Create an Infant/Toddler course to enhance student learning with 0-3 age group.

Three Rivers College

THE COMMUNITY COLLEGE OF SOUTHEAST MISSOURI

Teacher Education

AA

AAT

AAS

Program Level SLO Report

Alice Sanders – Program Manager

2015-2016

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 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 teacher 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 teacher 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 teacher 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 teacher uses a variety of instructional strategies and resources to encourage students' critical thinking, problem solving, and performance skills.
5. Positive Classroom Environment-The teacher 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 teacher 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 teacher 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 teacher 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 teacher has effective working relationships with students, parents, school colleagues, and community members.

Teacher Education Course Mapping

EDUC 201 Teaching Profession-Artifact-Engagement/Observation Reflections #1-#5

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Demonstrate competence in objective observation by observing, describing, and reflecting on classroom situations with sensitivity to diverse cultures, environments, and student abilities	MIPEC 6A1, 6A2, 6A3, 6A4, 7A1, 7A2, 7A3, 7A5, 7A6, 7A5, 8A1, 8A2, 8A3
2	Discuss teaching strategies and learning environments as an observer and participant.	MIPEC 2A1, 2A2, 2A3, 2A4, 2A5, 2A6, 3A2, 4A1, 4A2, 4A3, 6A3, 6A4, 9A1, 9A2, 9A3
3	Complete the state recommended minimum number of hours of field observation.	MIPEC 1A1, 1A2, 1A3, 1A4, 1A5, 2A1, 2A2, 2A3, 2A4, 2A5, 2A6
4	Document awareness of Missouri Initial Professional Education Competencies (MIPEC) by observing, describing, and reflecting on the teaching process.	MIPEC 1A1, 1A2, 1A3, 1A4, 1A5, 6A1, 6A2, 6A3, 6A4
5	List cognitive, behavioral, and affective characteristics of an effective teacher.	MIPEC 1A1, 1A2, 1A3, 1A4, 1A5, 3A2, 4A1, 4A2, 4A3, 5A1, 5A2, 5A3, 6A3, 6A4, 8A1, 8A2, 8A3, 9A1, 9A2, 9A3
6	List and describe current issues that affect education in this state.	MIPEC 2A1, 2A2, 2A3, 2A4, 2A5, 2A6, 3A1, 3A2, 3A3, 6A3, 8A1, 8A3, 9A1, 9A2, 9A3
7	Identify positive and negative aspects of a career in teaching.	MIPEC 9A1, 9A2, 9A3
8	Analyze Missouri teaching certification requirements for a variety of career opportunities.	MIPEC 8A1, 8A2, 8A3
9	Demonstrate knowledge of basic services available in the school and community to support children and their learning.	MIPEC 3A1, 3A2, 3A3, 9A1, 9A2, 9A3

EDUC 210 Educational Psychology-Artifact Real Deal Project

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Identify the major theories of learning.	MIPEC 1A1, 2A3, 2A5, 4A3
2	State the basic principles underlying human development.	MIPEC 1A1, 2A1, 2A6
3	Describe ways that students differ in their approaches to learning.	MIPEC 1A1, 2A4, 3A2, 3A3
4	Articulate theories of motivation.	MIPEC 1A1, 1A2, 4A1, 4A3, 5A1, 6A1, 6A3
5	Explain the major categories of special education.	MIPEC 1A1, 2A1, 2A4, 3A3
6	Illustrate different approaches to classroom and behavior management.	MIPEC 1A1, 5A1, 5A2, 5A3, 6A1, 6A2
7	Distinguish between formal and informal assessment activities.	MIPEC 1A1, 7A1, 7A2, 7A3, 7A4, 7A5, 7A6
8	Identify aspects of classroom environment conducive to learning.	MIPEC 1A1, 1A2, 5A1, 5A2
9	Design plans for short-term instruction and management strategies.	MIPEC 1A1, 2A2, 3A1, 3A2, 3A3, 4A1, 5A1, 5A2
10	Identify strategies and resources to meet diverse student needs.	MIPEC 1A1, 1A5, 2A4, 2A5, 2A6, 3A2
11	Describe the purpose of assessment.	MIPEC 1A1, 7A1, 7A2, 7A3, 7A4, 7A5, 7A6, 8A1

EDUC 230 Foundations of Education-Artifact-Formative/Summative Assessment

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Analyze the historical, philosophical, and sociological foundations of schooling in the United States to understand their effect on current educational practices and issues.	MIPEC 1A5
2	Describe how education is governed, funded, and organized at the local, state, and federal levels.	MIPEC 8A3
3	Explore the legal and ethical issues pertaining to the provision of education services to all P-12 students and to the teaching profession.	MIPEC 7A5,8A3
4	Write a personal philosophy of education.	MIPEC 2A2, 2A5, 8A1
5	Examine characteristics of effective and ineffective schools and teachers.	MIPEC 5A1, 5A3, 7A4, 8A2, 9A2
6	Evaluate current educational strategies designed to provide equal educational opportunities to a student population with diverse needs.	MIPEC 2A4, 2A5, 3A2, 3A3
7	Identify national, state, and local standards that guide curriculum decisions in public schools.	MIPEC 3A1, 9A3
8	Document a variety of current trends and issues that impact education today.	MIPEC 2A6, 4A2

EDUC270 Technology for Teachers-Artifact-Flipped Classroom Video Series

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Demonstrate a sound understanding of state and national standards for technology in education.	MIPEC 3A1
2	Demonstrate competency in technology operations and concepts by creating and editing documents using various software programs.	MIPEC 3A2, 6A1, 6A3, 6A4
3	Demonstrate an awareness of current methods and strategies for using technology to maximize student learning.	MIPEC 1A4, 2A4, 2A5, 4A2, 6A3
4	Develop technology strategies to facilitate a variety of informal, formal, and authentic assessment techniques.	MIPEC 4A2, 7A1
5	Demonstrate the use of technology to enhance personal productivity and professional practice.	MIPEC 3A2, 4A1, 4A2, 6A1, 6A4, 7A5, 8A1, 8A3, 9A1
6	Demonstrate an understanding of the social, ethical, legal, and human issues surrounding the use of technology.	MIPEC 8A3, 9A3

Rubric for Assessment Reported

Criteria	1-No Evidence	2-Novice	3-Competent	4-Mastery
<p>Standard 1 Content Knowledge Aligned with Appropriate Instruction. <i>The teacher 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.</i></p> <ul style="list-style-type: none"> • Content knowledge • Academic Language • Student Engagement • Interdisciplinary Instruction • Culture Diversity <p>Courses: EDUC 201 Teaching Profession EDUC 210 Educational Psychology EDUC 230 Foundations of Education EDUC 270 Technology for Teachers</p>	<p>The aspiring candidate shows little/no evidence of basic general content knowledge, academic language, teaching methodologies, interdisciplinary instruction or culture diversity</p>	<p>Some basic content knowledge and academic language is evidenced Some evidence of the understanding of teaching methodologies, interdisciplinary instruction or culture diversity</p>	<p>Basic content knowledge and academic language represented. An understanding of appropriate teaching methodologies and interdisciplinary instruction is present. An understanding of the role of cultural diversity displayed.</p>	<p>No weakness found Content Knowledge and Academic language well represented Teaching methodologies and inter disciplinary instruction appropriately used. Demonstrates an understanding of cultural diversity.</p>
<p>Standard 2 Student learning, Growth and Development <i>The teacher 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.</i></p> <ul style="list-style-type: none"> • Cognitive, Social, Emotional and Physical Development • Student Goals • Theory of Learning • Differentiated Lesson Design • Prior Experiences, Multiple Intelligences, Strengths & Needs • Language, Culture, Family and Knowledge of Community Values. <p>Courses: EDUC 201 Teaching Profession EDUC 210 Educational Psychology EDUC 230 Foundations of Education EDUC 270 Technology for Teachers</p>	<p>The aspiring candidate shows little/no evidence of cognitive, social emotional and physical development of learners No demonstration of basic knowledge of theories of learning. No understanding that students differ in their approaches to learning. No understanding of prior experiences, learning styles, multiple intelligences, strengths and needs on the</p>	<p>The aspiring candidate shows some evidence of cognitive, social emotional and physical development of learners Some demonstration of basic knowledge of theories of learning. Some understanding that students differ in their approaches to learning. Some understanding of prior experiences, learning styles, multiple intelligences, strengths and needs on the impact of learning.</p>	<p>The aspiring candidate shows evidence of cognitive, social emotional and physical development of learners Demonstrates a basic knowledge of theories of learning. Understands that students differ in their approaches to learning. Understands prior experiences, learning styles, multiple intelligences, strengths and needs on the impact of learning. Explains how students'</p>	<p>No weakness found. The aspiring candidate knows and provides evidence of cognitive, social emotional and physical development of learners Knows and demonstrates a basic knowledge of theories of learning. Knows and understands that students differ in their approaches to learning. Knows and understands prior experiences, learning styles,</p>

	<p>impact of learning. No explanation of how students' language, culture, family and community, impact learning.</p>	<p>Some explanation of how students' language, culture, family and community, impact learning.</p>	<p>language, culture, family and community, impact learning.</p>	<p>multiple intelligences, strengths and needs on the impact of learning. Explains how students' language, culture, family and community, impact learning.</p>
<p>Standard 3 Curriculum Implementation <i>The teacher 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.</i></p> <ul style="list-style-type: none"> • Implementation of Curriculum Standards • Lessons for Diverse Learners • Instructional Goals & Differentiated Instructional Strategies <p>Courses: EDUC 201 Teaching Profession EDUC 210 Educational Psychology EDUC 230 Foundations of Education EDUC 270 Technology for Teachers</p>	<p>The aspiring candidate shows little/no evidence of understanding of curriculum, instructional alignment, national & state standards Little/no understanding of the importance of using appropriate strategies to meet individual student needs Little/no, evidence of understanding of the importance of differentiated instruction and short and long-term instructional goal planning to meet student needs.</p>	<p>The aspiring candidate shows some evidence of understanding of curriculum, instructional alignment, national & state standards Some understanding of the importance of using appropriate strategies to meet individual student needs Some evidence of understanding of the importance of differentiated instruction and short and long-term instructional goal planning to meet student needs.</p>	<p>The aspiring candidate shows evidence of understanding of curriculum, instructional alignment, national & state standards Shows understanding of the importance of using appropriate strategies to meet individual student needs Shows evidence of understanding of the importance of differentiated instruction and short and long-term instructional goal planning to meet student needs.</p>	<p>The aspiring candidate knows and provides evidence of understanding of curriculum, instructional alignment, national & state standards Knows and understands the importance of using appropriate strategies to meet individual student needs Knows and provides evidence of understanding of the importance of differentiated instruction and short and long-term instructional goal planning to meet student needs.</p>
<p>Standard 4 Critical Thinking <i>The teacher uses a variety of instructional strategies and resources to encourage students' critical thinking, problem solving, and performance skills.</i></p> <ul style="list-style-type: none"> • <i>Instructional Strategies Leading to Student</i> 	<p>The aspiring candidate shows little/no identification of instructional strategies that promote critical</p>	<p>The aspiring candidate shows some identification of instructional strategies that promote critical</p>	<p>The aspiring candidate identifies instructional strategies that promote critical thinking and problem solving.</p>	<p>The aspiring candidate knows and identifies instructional strategies that promote critical</p>

<p><i>Engagement in Problem Solving and Critical Thinking</i></p> <ul style="list-style-type: none"> • <i>Appropriate Use of Instructional resources to Enhance Student Learning</i> • <i>Cooperative, Small Group and Independent Learning</i> <p>Courses: EDUC 201 Teaching Profession EDUC 210 Educational Psychology EDUC 230 Foundations of Education EDUC 270 Technology for Teachers</p>	<p>thinking and problem solving. Little/no demonstration of importance of using instructional resources to enhance student learning. Little/no demonstration of basic understanding of multiple strategies for effective student engagement</p>	<p>thinking and problem solving. Show some demonstration of importance of using instructional resources to enhance student learning. Shows some demonstration of basic understanding of multiple strategies for effective student engagement</p>	<p>Demonstrates of importance of using instructional resources to enhance student learning. Demonstrates basic understanding of multiple strategies for effective student engagement</p>	<p>thinking and problem solving. Knows and demonstrates importance of using instructional resources to enhance student learning. Knows and demonstrates basic understanding of multiple strategies for effective student engagement</p>
<p>Standard 5 Positive Classroom Environment <i>The teacher 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</i></p> <ul style="list-style-type: none"> • <i>Classroom Management Techniques</i> • <i>Management of Time, Space, Transitions and Activities</i> • <i>Classroom, School and Community Culture</i> <p>Courses: EDUC 201 Teaching Profession EDUC 210 Educational Psychology EDUC 230 Foundations of Education EDUC 270 Technology for Teachers</p>	<p>The aspiring candidate does not recognize principles of classroom management, motivation and engagement. Shows little/no identification of implications of effective management of time, space, transitions and activities Does not recognize the influence of classroom, school and community culture on student relationships and impact on the classroom environment and learning</p>	<p>The aspiring candidate shows some recognition of principles of classroom management, motivation and engagement. Some identification of implications of effective management of time, space, transitions and activities Some recognition the influence of classroom, school and community culture on student relationships and impact on the classroom environment and learning</p>	<p>The aspiring candidate recognizes the principles of classroom management, motivation and engagement. Identifies the implications of effective management of time, space, transitions and activities Recognizes the influence of classroom, school and community culture on student relationships and impact on the classroom environment and learning</p>	<p>The aspiring candidate recognizes and applies principles of classroom management, motivation and engagement. Identifies and applies implications of effective management of time, space, transitions and activities Recognizes and applies the influence of classroom, school and community culture on student relationships and impact on the classroom environment and learning</p>
<p>Standard 6 Effective Communication <i>The teacher models effective verbal, nonverbal, and media communication techniques with students, colleagues,</i></p>	<p>The aspiring candidate does not demonstrate effective verbal</p>	<p>The aspiring candidate shows little/no demonstration of</p>	<p>The aspiring candidate demonstrates effective verbal</p>	<p>The aspiring candidate knows and demonstrates</p>

<p><i>and families to foster active inquiry, collaboration, and supportive interaction in the classroom.</i></p> <ul style="list-style-type: none"> • <i>Verbal & Nonverbal Communication</i> • <i>Sensitivity to Culture, Gender, Intellectual and Physical Differences</i> • <i>Learner Expression in Speaking, Writing and Other Media</i> • <i>Technology and Media Communication Tools</i> <p>Courses: EDUC 201 Teaching Profession EDUC 210 Educational Psychology EDUC 230 Foundations of Education EDUC 270 Technology for Teachers</p>	<p>and nonverbal communication techniques. Does not recognize the need to be sensitive to student differences in communication Does not reflect on how effective teachers facilitate learner expression in speaking, writing, listening, and other media Has not developed skills in using a variety of media communication tools.</p>	<p>effective verbal and nonverbal communication techniques. Little/no recognition of need to be sensitive to student differences in communication Little/no reflection on how effective teachers facilitate learner expression in speaking, writing, listening, and other media Shows little/no development skills in using a variety of media communication tools.</p>	<p>and nonverbal communication techniques. Recognizes the need to be sensitive to student differences in communication Reflects on how effective teachers facilitate learner expression in speaking, writing, listening, and other media Has developed skills in using a variety of media communication tools.</p>	<p>effective verbal and nonverbal communication techniques. Knows and recognizes the need to be sensitive to student differences in communication Knows and reflects on how effective teachers facilitate learner expression in speaking, writing, listening, and other media Has developed and uses skills in a variety of media communication tools.</p>
<p>Standard 7 Student Assessment and Data Analysis <i>The teacher 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.</i></p> <ul style="list-style-type: none"> • <i>Effective use of Assessments</i> • <i>Assessment Date to Improve Learning</i> • <i>Student Led Assessment Strategies</i> • <i>Effect of Instruction on Individual/Class Learning</i> • <i>Communication of Student Progress and Maintaining Records</i> • <i>Collaborative Data Analysis</i> <p>Courses: EDUC 201 Teaching Profession EDUC 210 Educational Psychology EDUC 230 Foundations of Education</p>	<p>The aspiring candidate shows no evidence of the recognition of the importance of using formative and summative assessment strategies No recognition of how data is used to guide information educational decision. No recognition of the importance of self and peer assessment No recognition of the role of assessment data in showing the effectiveness of instruction on individual/class learning</p>	<p>The aspiring candidate shows little/no evidence of the recognition of the importance of using formative and summative assessment strategies Little/no recognition of how data is used to guide information educational decision. Little/no recognition of the importance of self and peer assessment Little/no recognition of the role of assessment data in showing the effectiveness of</p>	<p>The aspiring candidate shows evidence of the recognition of the importance of using formative and summative assessment strategies Recognizes how data is used to guide information educational decision. Recognizes the importance of self and peer assessment Recognizes the role of assessment data in showing the effectiveness of instruction on</p>	<p>The aspiring candidate shows and applies evidence of the recognition of the importance of using formative and summative assessment strategies Recognizes and applies data used to guide information educational decision. Recognizes the importance of self and peer assessment Recognizes and applies the role of assessment data in showing the</p>

EDUC 270 Technology for Teachers	No recognition of the importance of maintaining confidentiality of student records and communication student progress to students, families, colleagues, and administrators	instruction on individual/class learning Little/no recognition of the importance of maintaining confidentiality of student records and communication student progress to students, families, colleagues, and administrators	individual/class learning Recognizes the importance of maintaining confidentiality of student records and communication student progress to students, families, colleagues, and administrators	effectiveness of instruction on individual/class learning Recognizes and applies importance of maintaining confidentiality of student records and communication student progress to students, families, colleagues, and administrators
<p>Standard 8 Professionalism <i>The teacher 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.</i></p> <ul style="list-style-type: none"> • Self-Assessment and Improvement • Professional Learning • Professional Rights, Responsibilities, and Ethical Practices <p>Courses: EDUC 201 Teaching Profession EDUC 210 Educational Psychology EDUC 230 Foundations of Education EDUC 270 Technology for Teachers</p>	The aspiring candidate shows no understanding of the importance of reflective practice and continual professional growth. Not able to articulate the importance of regular participation in professional learning opportunities. Does not recognize ethical practices and the influence of district policies and school procedures on professional practice.	The aspiring candidate shows little/no understanding of the importance of reflective practice and continual professional growth. Little/no ability to articulate the importance of regular participation in professional learning opportunities. Little/no recognition of ethical practices and the influence of district policies and school procedures on professional practice.	The aspiring candidate shows an understanding of the importance of reflective practice and continual professional growth. Able to articulate the importance of regular participation in professional learning opportunities. Recognizes ethical practices and the influence of district policies and school procedures on professional practice.	The aspiring candidate shows an understanding of the importance of reflective practice and continual professional growth. Able to articulate the importance of regular participation in professional learning opportunities. Recognizes ethical practices and the influence of district policies and school procedures on professional practice.
<p>Standard 9 Professional Collaboration <i>The teacher has effective working relationships with students, parents, school colleagues, and community members.</i></p> <ul style="list-style-type: none"> • Induction and Collegial Activities 	No evidence of identification of strategies for fostering appropriate relationships with	Shows little/no identification of strategies for fostering appropriate relationships with	Identification of strategies for fostering appropriate relationships with peers and	Identification and application of strategies for fostering appropriate relationships with peers and

<ul style="list-style-type: none"> • Collaborating to Meet Student Needs • Cooperative Partnerships in Support of Student Learning <p>Courses: EDUC 201 Teaching Profession EDUC 210 Educational Psychology EDUC 230 Foundations of Education EDUC 270 Technology for Teachers</p>	peers and school personnel. Unable to recognize the availability of basic services in the school and community to support students and their learning. Unable to recognize the importance of developing relationships with student, families, and communities in support of student learning.	peers and school personnel. Little/no recognition of the availability of basic services in the school and community to support students and their learning. Little/no recognition of the importance of developing relationships with student, families, and communities in support of student learning.	school personnel. Recognition of the availability of basic services in the school and community to support students and their learning. Recognition of the importance of developing relationships with student, families, and communities in support of student learning.	school personnel. Recognition and application of the availability of basic services in the school and community to support students and their learning. Recognition and application of the importance of developing relationships with student, families, and communities in support of student learning.
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Program Outcome #1

Content Knowledge Aligned with Appropriate Instruction-The teacher 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.

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	2	32	Sections: 2 Students: 32	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 0	No

Course being reported:

Face to Face Sections	
Quality Indicator 1: Content Knowledge and Academic Language-1A1) The aspiring candidate demonstrates basic general education content knowledge, as well as awareness of academic language of disciplines.	93%
Quality Indicator 2: Student Engagement in Subject Matter-1A2)-The aspiring candidate demonstrates an awareness of teaching methodologies used to engage students in subject matter.	90%
Quality Indicator 4: Interdisciplinary Instruction-1A4)-The aspiring candidate demonstrates an understanding of what constitutes interdisciplinary instruction.	70%
Quality Indicator 5: Diverse Social and Cultural Perspective-1A5) The aspiring candidate demonstrates an understanding of cultural diversity and the potential for bias in teaching.	65%

Program Outcome #2

Student Learning, Growth and Development-The teacher 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.

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	2	32	Sections: 2 Students: 32	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 0	No

Face to Face Sections

Quality Indicator 1 Cognitive, Social, Emotional and Physical Development-2A1)-The aspiring candidate demonstrates a basic knowledge of principles of human development.	80%
Quality Indicator 2: Student Goals-2A2)-The aspiring candidate recognizes the need to set short-and long-term goals, organize, implement, and self-reflect	85%
Quality Indicator 3: Theory of Learning-2A3)-The aspiring candidate demonstrates a basic knowledge of theories of learning.	70%

Program Outcome #3

Curriculum Implementation-The teacher 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.

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	2	32	Sections: 2 Students: 32	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 0	No

Face to Face Sections

Implementation of Curriculum Standards-3A1)-The aspiring candidate demonstrates an understanding of curriculum, instructional alignment, and national and state standards.	90%
Quality Indicator 2: Lessons for Diverse Learners-3A2)-The aspiring candidate demonstrates an understanding of the importance of using appropriate strategies to meet individual student needs	75%
Quality Indicator 3: Instructional Goals and Differentiated Instructional Strategies-3A3)-The aspiring candidate demonstrates a basic understanding of the importance of differentiated instruction and short-and long- term instructional goal planning to meet student needs.	80%

Program Outcome #4

Positive Classroom Environment-The teacher 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.

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	2	32	Sections: 2 Students: 32	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 0	No

Face to Face Sections

Quality Indicator 1: Classroom Management Techniques-5A1)-The aspiring candidate recognizes principles of classroom management, motivation, and engagement	80%
Quality Indicator 2: Management of Time, Space, Transitions, and Activities-5A2)-The aspiring candidate identifies the implication of effective management of times, space, transitions, and activities.	80%
Quality Indicator 3: Classroom, School and Community Culture-5A3)-The aspiring candidate recognizes the influence of classroom, school, and community culture on student relationships and the impact on the classroom environment and learning.	80%

Program Outcome #5

Effective Communication-The teacher models effective verbal, nonverbal, and media communication techniques with students, colleagues, and families to foster active inquiry, collaboration, and supportive interaction in the classroom.

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	2	32	Sections: 2 Students: 32	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 0	No

Face to Face Sections

Quality Indicator 1: Verbal and Nonverbal Communication-6A1)-The aspiring candidate demonstrates effective verbal and nonverbal communication techniques.	75%
Quality Indicator 2: Sensitivity to Culture, Gender, Intellectual, and Physical Differences-6A2)-The aspiring candidate recognizes the need to be sensitive to student differences in communication.	70%
Quality Indicator 3: Learner Expression in Speaking, Writing, and Other Media 6A3)-The aspiring candidate reflects on how effective teachers facilitate learner expression in speaking, writing, listening, and other media.	70%

Program Outcome #6

Student Assessment and Data Analysis. The teacher 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.

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	2	32	Sections: 2 Students: 32	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 0	No

Face to Face Sections

Quality Indicator 1: Effective Use of Assessments 7A1)-The aspiring candidate recognizes the importance of using formative and summative assessment strategies.	70%
Quality Indicator 2: Assessment Data to Improve Learning-7A2)-The aspiring candidate recognizes how data are used to guide informed educational decisions.	70%
Quality Indicator 3: Student-Led Assessment Strategies 7A3)-The aspiring candidate recognizes the importance of self and peer assessment.	69%
Quality Indicator 4: Effect of Instruction on Individual/Class Learning 7A4)-The aspiring candidate recognizes the role of assessment data in showing the effectiveness of instruction on individual/class learning.	80%
Quality Indicator 5: Communication of Student Progress and Maintaining Records 7A5)-The aspiring candidate recognizes the importance of maintaining confidentiality of student records and communicating student progress to students, families, colleagues, and administrators.	80%
Quality Indicator 6: Collaborative Data Analysis 7A6)-The aspiring candidate recognizes the importance of collaboration in the data analysis process	75%

Summary of Results

In 2015-2016 Program Review was designed based upon the newly adopted MIPEC-Missouri Initial Professional Educator Competencies (drafted 12-14 for adoption in Fall 2015). The MIPEC Standards are the expectations that aspiring teacher candidates must while completing teacher education coursework at Missouri Community Colleges. The Missouri Department of Elementary and Secondary Education mandates Standards 1-9, Quality Indicators and Competencies that all community colleges must use for the design of their teacher education curriculum. In addition these MIPEC-Missouri Initial Professional Education Competencies parallel to the MOSPE-Missouri Standards for the Preparation of Educators used at all Missouri four year institutions. In addition, students must meet the competencies in the Aspiring Teacher Candidate column prior to earning the Associate of Arts in Teaching (AAT) degree from any Missouri Community College, per The Missouri Department of Elementary and Secondary Education, DESE. The Missouri Department of Elementary and Secondary Education is the accreditation body for all teacher education preparation programs in the State of Missouri.

Per DESE, MIPEC Standards #1-9, Quality Indicators and MIPEC Competencies are to be used for program assessment.

Course specific Student Learning Outcomes were designed and drafted by DESE as well. Student Learning Outcomes are based upon the MIPEC Standards #1-9, Quality Indicators and MIPEC Competencies.

During the 2015-2016 academic year one course, EDUC 210 Educational Psychology was used for program assessment as a pilot for the purpose of evaluating the newly drafted Program Outcome Rubric.

Program Outcomes Assessed in EDUC 210 Educational Psychology 2015-2016:

- S1; QI 1,2,4,5; MIPEC 1A1, 1A2, 1A4, 1A5
- S2; QI 1-6; MIPEC 2A1, 2A2, 2A3, 2A4, 2A5, 2A6
- S3; QI 1-3; MIPEC 3A1, 3A2, 3A3
- S4; QI 1,3; MIPEC 4A1, 4A3
- S5; QI 1-3; MIPEC 5A1, 5A2, 5A3
- S6; QI 1-3; MIPEC 6A1, 6A2, 6A3
- S7; QI 1-6; MIPEC 7A1, 7A2, 7A3, 7A4, 7A5, 7A6

Artifact Used for Program Outcome Assessment: [The Real Deal Project](#)

Program Outcomes-MIPEC Standard 1, 2, 3, and 5 reflect the

Remembering/Understanding categories of the Cognitive Domain. Students average score on competencies in these standards range from 93%-75%

Program Outcomes-MIPEC Standards 4 and 6 reflect the Analysis and Evaluation

categories of the Cognitive Domain. Students average score on competencies in these standards range from 70%-65%.

Summary of Analysis

Student Learning Outcomes-MIPEC Standards 1, 2, 3 and 5 reveal students are able to demonstrate, identify and explain the competencies required of an aspiring teacher education candidate at or above the required criteria, per The Missouri Department of Elementary and Secondary Education.

Student Learning Outcomes-MIPEC Standards 4, 6 and 7 reveal students are not able to analyze, discriminate or interpret the minimum necessary components of the coursework to meet the required competencies of an aspiring teacher education candidate, per The Missouri Department of Elementary and Secondary Education.

Additional Summary Notes

Anomalies in the results that were noticed:

No anomalies identified.

Were changes are needed to improve student learning?

The 2015-2016 Student Learning Outcomes rubric and report is the initial reporting cycle. One course, EDUC 210 Educational Psychology of the four core courses was assessed during the 2015-2016 reporting period. However I do believe that the data regarding Student Learning Outcomes-MIPEC Standards 4, 6, and 7 are sufficient to indicate a necessary change to instruction.

Patterns in the data observed:

The reporting cycle reveals that students are not meeting the competencies of interdisciplinary instruction, cultural responsiveness and differentiated lesson design.

Use of Results for Improvement

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 student artifact used for data in this reporting cycle will be redesigned to increase the instruction and engagement of learners with interdisciplinary lesson design, cultural responsiveness, and differentiated lesson design.

What is the proposed timeline for the changes outlined above?

Course revisions have been submitted to Three Rivers College Curriculum Committee for EDUC 210 Educational Psychology for the Fall 2017 semester based on the recently revised/drafted Associate of Arts in Teaching (AAT) signed by Missouri Community Colleges and four-year institutions. The revisions collaboratively made to Student Learning Outcomes address the competencies identified within EDUC 210 Education Psychology for this SLO reporting cycle.

Three Rivers College

THE COMMUNITY COLLEGE OF SOUTHEAST MISSOURI

Environment/Occupational Safety and Health Technology AAS

Program Level SLO Report

Elizabeth Deken, P.E. – Program Manager

2015-16

Program Purpose Statement

The Environmental/Occupational Safety and Health Technology Program prepares students for positions in occupational safety and health or environmental technology. Health and safety specialists work with federal, state, and/or local environmental and occupational regulatory programs. They address compliance issues, workers' compensation, monitoring, training, and recordkeeping in addition to many other requirements. Environmental technology addresses water, wastewater, air, solid waste, hazardous waste and other environmental programs.

Program Outcomes

1. Describe environmental and occupational safety laws and regulations.
2. Identify appropriate control or abatement options.
3. Identify environmental and occupational safety hazards and security issues.
4. Interpret environmental and occupational safety laws and regulations.
5. Apply laws and regulations.

Program Outcome #1

Describe environmental and occupational safety laws and regulations.

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?
EOSH 206	Environmental Regulations	1	16	Sections: 0 Students: 0	Sections: 1 Students: 16	Sections: 0 Students: 0	FT: 1 PT: 0	Yes

Course being reported: EOSH 206 Environmental Regulations

Online Sections	
Identifies required information on development, enactment, implementing agency, etc.	60.4%
Explains applicability of law to regulated community	41.7%
Identifies major requirements of the regulation	56.3%
Identifies all major changes to regulation since enactment.	81.3%

Composite Score

Academic Year	Composite Score
2015-16	1.80

Program Outcome 1 Rubric

Course: EOSH 206 Environmental Regulations

Artifact: Major environmental laws informative essay

Expectations	No Evidence 0 points	Novice 1 point	Competent 2 points	Mastery 3 points
Identifies required information on development, enactment, implementing agency, etc.	Task not Completed	Evidence indicates inability to identify required information for major environmental laws; submittal is incomplete and weak	Evidence indicates the ability to identify most of the required information for the major environmental laws but submittal needs further development	Evidence indicates ability to identify safety and health hazards present for employee and indicates a thorough understanding of employee safety and health hazards.
Explains applicability of law to regulated community	Task not completed	Evidence indicates applicability is no understood	Evidence exists that indicates acceptable understanding of rule applicability	Evidence indicate thorough understanding of applicability
Identifies major requirements of the regulation.	Task not completed	Evidence indicates inadequate understanding of major requirements for regulations addressed; submittal is incomplete and weak	Evidence indicates the ability to identify most major requirements for regulations addressed but submittal needs further development	Evidence indicates ability to identify major requirements for all regulations addressed and indicates understanding of major requirements.
Identifies major changes to regulation since enactment	Task not completed	Evidence indicates inadequate understanding of major changes for regulations addressed; submittal is incomplete and weak.	Evidence indicates the ability to identify most major changes for regulations addressed but submittal needs further development.	Evidence indicates ability to identify major changes for all regulations addressed and indicates understanding of major changes made.

Program Outcome #2

Identify appropriate control or abatement options.

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?
EOSH 205	Safety and Health Regulation and Standards	1	8	Sections: 0 Students: 0	Sections: 1 Students: 8	Sections: 0 Students: 0	FT: 1 PT: 0	Yes

Course being reported: EOSH 205 Safety and Health Regulations and Standards

Online Sections	
Identifies safety and health hazards for employees performing the task.	75%
Identifies hazards to surrounding operations.	41.7%
Selects appropriate control/abatement for hazards.	83.3%

Composite Score

Academic Year	Composite Score
2015-16	2.00

Program Outcome 2 Rubric

Course: EOSH 205 Safety and Health Regulations and Standards

Artifact: Welding Hazard Assessment

Expectations	No Evidence 0 points	Novice 1 point	Competent 2 points	Mastery 3 points
Identifies safety and health hazards for employee performing the task.	Task not Completed	Evidence indicates inadequate understanding of safety and health hazards for employees; submittal is incomplete and weak; submittal contain many errors.	Evidence indicates the ability to identify most safety and health hazards for employee but submittal needs further development or contains minor errors.	Evidence indicates ability to identify safety and health hazards present for employee and indicates a thorough understanding of employee safety and health hazards.
Identifies hazards to surrounding operations	Task not completed	Evidence indicates inadequate understanding of safety and health hazards for surrounding work environment; submittal is incomplete and weak; submittal contain many errors	Evidence indicates the ability to identify most safety and health hazards present in the surrounding work environment but submittal needs further development.	Evidence indicates ability to identify safety and health hazards present in surrounding work environment and indicates a thorough understanding of work environmental hazards.
Select appropriate control/abatement for hazard.	Task not completed	Student selected inappropriate or incomplete controls/abatement actions for hazards identified or provided.	Student selected appropriate controls/abatement actions for most hazards identified but selections need further development or additions.	Student selected appropriate controls/abatement actions for all hazards identified.

Program Outcome #3

Identify environmental and occupational safety hazards and security issues.

Course Number	Course Name	Total Sections Utilized	Total Students scored	Face to Face (F2F) Sections and	Online Sections and Students	Dual Credit Sections and	Number of FT and PT	Were all sections of this course
EOSH 215	Transportation, Storage & Handling of hazardous	1	7	Sections: 0 Students: 0	Sections: 1 Students: 7	Sections: 0 Students: 0	FT: 0 PT: 1	Yes
EOSH 226	Emergency Preparedness and Planning	1	4	Sections: 0 Students: 0	Sections: 1 Students: 4	Sections: 0 Students: 0	FT: 0 PT: 1	Yes

Course being reported: EOSH 215 Transportation, Storage, and Handling of Hazardous Materials

Online Sections	
Identifies environmental hazards present that pose risk to worker or public.	85.7%
Identifies safety hazards present that pose risk to workers	76.2%
Explains hazard/issue identified.	85.7%

Course being reported: EOSH 226 Emergency Preparedness and Planning

Online Sections	
Identifies physical security issues	66.7%
Explains security issues identified	75%

Composite Score

Academic Year	Composite Score
2015-16	2.34

Program Outcome 3 Rubric

Course(s): EOSH 226 Emergency Preparedness & planning / EOSH 215 Transportation, Storage & Handling of Hazardous Materials

Artifact(s): Facility Assessment / Site characterization activity.

Expectations	No Evidence 0 points	Novice 1 point	Competent 2 points	Mastery 3 points
Identifies environmental hazards present that pose risk to worker or public	Task not Completed	Evidence indicates inadequate understanding of environmental hazards present; submittal is incomplete and weak	Evidence indicates the ability to identify most environment hazards present but submittal needs further development.	Evidence indicates ability to identify the environmental hazards present and indicates a thorough understanding of environmental hazards.
Identifies safety hazards present that pose risk to worker.	Task not completed	Evidence indicates inadequate understanding of safety hazards present; submittal is incomplete and weak.	Evidence indicates the ability to identify most safety hazards present but submittal needs further development.	Evidence indicates ability to identify the safety hazards present and indicates a thorough understanding of safety hazards.
Identifies physical security issues	Task not completed	Evidence indicates inadequate understanding of physical security issues; submittal is incomplete and weak.	Evidence indicates the ability to identify most physical security issues but submittal needs further development.	Evidence indicates ability to identify physical security issues and indicates a thorough understanding of facility physical security.
Explains hazard/issue identified (for all of the above)	Task not completed	Evidence indicates inadequate understanding of hazards/issues identified	Evidence indicates acceptable understanding of hazards/issues identified.	Evidence indicates thorough understanding of hazards/issues identified.

Program Outcome #4

Interpret environmental and occupational safety laws and regulations.

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?
EOSH 205	Safety and Health Regulation and Standards	1	7	Sections: 0 Students: 0	Sections: 1 Students: 7	Sections: 0 Students: 0	FT: 1 PT: 0	Yes

Course being reported: EOSH 205 Safety and Health Regulations and Standards

Online Sections	
Identifies applicable regulation/standard requirement.	76.2%
Identifies occurrence of violation where appropriate.	57.1%
Identifies cause/reason for compliance or noncompliance of standard/regulation for given situation.	52.4%

Composite Score

Academic Year	Composite Score
2015-16	1.86

Program Outcome 4 Rubric

Course: EOSH 205 Safety and Health Regulations and Standards

Artifact: Violation workshop assignment and Unit 3 Case Study Assignments

Expectations	No Evidence 0 points	Novice 1 point	Competent 2 points	Mastery 3 points
Identifies applicable regulation/ standard requirement	Task not Completed	Evidence indicates inadequate understanding of environmental hazards present; submittal is incomplete and weak.	Evidence indicates the ability to identify most requirements of an applicable regulation/standard but submittal contains errors.	Evidence indicates ability to identify requirements of applicable regulations/standards and response reveal a thorough understanding of regulation/standard.
Identifies occurrence of violation where appropriate	Task not completed	Evidence indicates inadequate understanding of environmental hazards present; submittal is incomplete and weak.	Evidence indicates the ability to identify most violations of regulations/ standards but submittal contains some errors.	Evidence indicates ability to identify violations of regulations/ standards and response reveals a thorough understanding of what constitutes a violation.
Identifies cause/reason for compliance or noncompliance of standard/ regulation for given regulation.	Task not completed	Evidence indicates inadequate understanding of the factors that establish compliance status; submittal is incomplete and weak with many errors.	Evidence indicates the ability to identify most factors that establish compliance status but submittal reveals minor inadequacies in determining compliance status.	Evidence indicate ability to identify factors that establish compliance status and indicates a thorough understanding of determining compliance status.

Program Outcome #5

Apply laws and regulations.

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?
EOSH 215	Transportation, Storage, & Handling of hazardous materials	1	7	Sections: 0 Students: 0	Sections: 1 Students: 7	Sections: 0 Students: 0	FT: 0 PT: 1	Yes

Course being reported: EOSH 215 Transportation, Storage & Handling of Hazardous Materials

Online Sections	
Applies regulations for determining rule applicability.	95.2%
Identifies requirements for documentation.	76.2%
Identifies appropriate compliance requirements from different sections of a specified rule	76.2%

Composite Score

Academic Year	Composite Score
2015-16	2.48

Program Outcome 5 Rubric

Course: EOSH 215 Transportation, Storage & Handling of Hazardous Materials

Artifact: Module Test – DOT Regulations

Expectations	No Evidence 0 points	Novice 1 point	Competent 2 points	Mastery 3 points
Applies regulations for determining rule applicability (HMT Q: 6, 11, 18, 24, 25, 26, 27, 33, 34, 36, 40, 41, 46, 48)	Task not Completed	Student correctly determined less than 70%.	Student correctly determined 70% or more but less than 90%.	Student correctly determined 90% or more.
Identifies requirements for documentation (SP Q: 2, 5, 13, 14, 19, 22, 23, 30, 31, 38, 43, 44)	Task not completed	Student correctly determined less than 70%	Student correctly determined 70% or more but less than 90%.	Student correctly determined 90% or more.
Identified appropriate compliance requirements form different sections of a specified rule. (Q: 1, 3, 4, 7, 8, 9, 10, 12, 15, 16, 17, 20, 21, 28, 29, 32, 35, 37, 39, 42, 45, 47, 49, 50).	Task not completed	Student identifies less than 70%	Student correctly determined 70% or more but less than 90%.	Student correctly determined 90% or more.

Summary of Results

There was only one section and one instructor involved in assessing each of the learning outcomes for the EOSH Program. The classes are taught with one full-time and one adjunct instructor. All of the classes involved in the assessment were delivered in an on-line format. Therefore, there are no comparisons to make for course delivery or variability in faculty involved. The adjunct instructor was involved in assessing program outcomes three and five with the remaining outcomes evaluated using the same full-time faculty member.

Only second year courses were considered for use in selection of an artifact for evaluating the program outcomes. Artifacts were selected such that they were collected as late in the semester as practical in order to ensure students had the maximum exposure to the required information and knowledge necessary to address the outcome plus provided with significant opportunity to practice the skills prior to assessment. However, there were some first year students that were placed in the sophomore classes during registration for some courses. It was obvious from student responses to assignments in this course that with the combination of taking on-line classes for the first time and taking a second year course, the students exhibited a wide variety of results. For students falling into this group, they struggled more with the course material as they were trying to acclimate themselves to an on-line learning environment.

The target composite score for each learning outcome at this time is a 2.0 which reflects a competent level of skill for the student. For 2015-2016 the composite scores for program outcomes 1 and 4 (1.80 and 1.86) were below this target value. The composite scores aggregate the separate skill/knowledge scores for determining competency for each outcome. For example, outcome 1 has been divided into 4 skill/knowledge areas. The

composite score represents an aggregate value of all students across all skill/knowledge areas.

1. Describe environmental and occupational safety laws and regulations.	1.80
2. Identify appropriate control or abatement options.	2.00
3. Identify environmental and occupational safety hazards and security issues.	2.34
4. Interpret environmental and occupational safety laws and regulations.	1.86
5. Apply laws and regulations.	2.48

Below are the resulting composite scores for the academic year:

When reviewing information regarding students in the course for which program outcome 4 was taught, it was noted that three of the students in the class (out of the 7 participating students) had life changing events that occurred during the course of the semester that they shared with the instructor. These events clearly impacted their academic performance and they represented a significant fraction of the total class population. This occurrence accounts for the significant drop in composite score for outcome 4.

When reviewing information regarding students in the course for which program outcome 1 was taught, it was noted that across the board students did not score high in their ability to explain the applicability of the law to the regulated community. When reviewing the individual expected skills/knowledge areas it was noted that students could identify the information and major components associated with the law but had difficulty relaying that to practical application. This was identified as an area that needs improvement across classes that address this skill.

In this academic year, enrollment numbers were significantly up for two of the classes involved in the assessment for the EOSH Program. The data was collected from courses with student numbers ranging from 16 to 4. Only one course had 4 students. Even with class sizes of 7, 8 or 16 there are limitations to what conclusions can be drawn from these assessments based on such a small sample size. The scores that were obtained were similar to previous results collected.

Below is a comparison of results for each outcome with results from all years that data is available.

Program Outcome 1: Describe environmental and occupational safety laws and regulations.

Academic Year	Composite Score Results
2012-13	1.54
2013-14	2.05
2014-15	1.63
2015-16	1.80

Program Outcome 2: Identify appropriate control or abatement options.

Academic Year	Composite Score Results
2012-13	2.19
2013-14	1.79
2014-15	0.00
2015-16	2.00

Program Outcome 3: Identify environmental and occupational safety hazards and security.

Academic Year	Composite Score Results
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2012-13	1.86
2013-14	1.92
2014-15	1.93
2015-16	2.34

Program Outcome 4: Interpret environmental and occupational safety laws and regulations.

Academic Year	Composite Score Results
2012-13	2.10
2013-14	2.41
2014-15	0.00
2015-16	1.86

Program Outcome 5: Apply laws and regulations.

Academic Year	Composite Score Results
2012-13	1.95
2013-14	2.05
2014-15	2.44
2015-16	2.48

Students continue to do well in applying laws and regulations (Outcome 5) and Outcome 4 results show a trend of improvement. Results were below the competent level for describing environmental and occupational safety laws and regulations and for interpretation of laws. Some of the drop in scores can be attributed to students taking these courses the first semester they are in the EOSH program rather than the later. The content in the course can

be taught without prior knowledge but taking one or more of the EOSH courses in the first semester without exposure to an on-line learning environment does impact student learning. From program outcome 1, an area of improvement identified from student scores was a need to better address application of laws to the regulated community. A related area to this outcome is program outcome 4, which requires interpretation of the law. If students have difficulty interpreting the requirements, then they are also going to have difficulty in applying those requirements to the regulated community. To improve both of these results, improvements need to be made in the courses that address this skill to provide more practice and specific examples.

Based on the results and the circumstances, it is not clear that what caused the drop in student performance. From previous assessment results, deliberate actions were taken to focus on identification of hazards and selection of controls for those hazards in multiple courses in the program. Outcomes that involve those skills show improvement in scores. However, some courses showed a reduction in score and there were no significant changes that would explain the reduction other than differences in the student group itself. There was not a large number of students evaluated in any of the courses. In addition, some of the courses in which scores were low include students from other academic programs that take these classes as an elective so they are not EOSH program students. These issues were all taken into account when the results were analyzed.

Rubrics used for assessment of all of the outcomes are provided as an attachment to this report. In addition, graphs and tables of the data showing results for individual skills assessed within each outcome are also provided in this report.

Summary of Analysis

There were no significant changes for the assessment artifact assignment in any of the courses during the year that are used to collect assessment data. In previous assessments, students were consistently scoring lower in their ability to identify hazards and to apply laws and regulations to a given condition. To address this there was some modification to supplemental course materials provided to students that emphasized these concepts in all of the classes for which these skills apply. Students were provided with videos with the instructor demonstrating how to evaluate a particular situation or set of conditions to identify hazards present. Additional audio/visual material was provided to demonstrate how to apply specific requirements of standards to a given situation. More time was also spent explaining and highlighting the differences between the Act (laws) and the regulations developed that were associated with the laws. Each module was modified to ensure that students were getting sufficient exposure and practice with these skills. Case study type questions were developed for most of the assignments so that students were regularly being exposed to activities that required them to use these skills involving hazard identification and application of laws or standards. The composite scores in the outcomes associated with these skills have shown a steady improvement (outcomes 3 and 5).

It is difficult to validate results for some of the outcomes due to the small sample size of students that are assessed and because some of the students who are completing the assessment artifacts are not EOSH program students. The EOSH program students are getting exposed to material and practicing their skills in more than one class. The students who are taking the EOSH courses as electives have not had the same exposure to the

material and this is obvious in the quality of their work on the assessments. For example, students in the green diesel certificate program are required to take EOSH 206 Environmental Regulation and one of the assessments (outcome 1) is completed in this course. The green diesel students do not take any of the other basic EOSH courses so there foundation is significantly different and the depth of understanding they demonstrate on the assessment assignment reflects this fact. For this assessment cycle, in the EOSH 206 there were 16 students that participated in the assessment but only 7 of those students were actively pursuing a two-year degree in the EOSH program. Not all of the remaining students were green diesel, however, some of them were industrial technology students or other technical fields.

To assist in the analysis, the 2015/2016 results were compared to the results from the previous assessments to see if there were substantial deviations. The results are summarized here for the three academic review periods: (Remember that the course from which assessments for outcomes 2 and 4 are completed in did not have any students

Program Outcomes	2012	2013	2014	2015
Describe environmental and occupational safety laws and regulations	1.54	2.05	1.63	1.80
Identify appropriate control or abatement options	2.19	1.79	n/a	2.00
Identify environmental and occupational safety hazards and security issues	1.86	1.92	1.93	2.34
Interpret environmental and occupational safety laws and regulations	2.1	2.41	n/a	1.86
Apply laws and regulations	1.95	2.05	2.44	2.48

enrolled in the Fall 2014 semester.)

It appears that there is some improvement in outcomes but there still appears to be quite a bit of variation in the results with some outcomes improving and some outcomes showing a decline in composite skill level scores. Of course, the same students are not enrolled in each of the courses so there are individual student aptitudes that have to also be considered when evaluating the results. There is not an obvious reason for variation in the composite scores after looking at the courses, minor changes, students in the course, and other factors.

Even with the smaller numbers, each skill/knowledge area involved in the assessment of each outcome was reviewed to identify possible problem areas. There were skill/knowledge areas that students were consistently scoring lower in than the other skill/knowledge areas for that outcome. The following items were discovered when reviewing the skill/knowledge assessment expectations for outcomes 1, 2, and 4:

Outcome 1: Students were consistently scoring lower across the board in their ability to explain the applicability of law to a regulated community.

Outcome 2: Students were able to identify hazards for an employee performing certain tasks but they consistently were scoring lower in their ability to identify hazards to the environment surrounding the employee involved whether that environment contained co-workers, the community, the environment, etc.

Outcome 4: Students were able to identify violations to a regulation or standard but they consistently scored lower in identify the cause or reason for compliance or noncompliance of a given standard or regulation when applied to a given situation.

To address each of these potential problems, it was determined that these areas would be evaluated and addressed while the courses were going through the Quality Matters redesign process in the upcoming academic year.

Additional Summary Notes

Anomalies in the results that were noticed:

There is a significant drop in composite score for outcome 4 but there were no major changes put into place in the class that would account for the change. As noted previously in this report, the sample size for the assessment of outcome 4 was only 7 students. Three of these students had significant life changing events that occurred during the semester which they shared with the instructor. These events clearly impacted their academic performance significantly throughout the semester. There was no change in books, presentation material, major assignments, tests, etc. for the course that would account for the change. The same full-time faculty taught the course as well.

The same situation was true for outcome 3 in terms of changes to the course. There was no change in books, presentation material, major assignments, etc. and the same instructor taught the course. The differences was that the trend was a significant improvement for this outcome.

Were changes needed to improve student learning?

The data that was collected provides some information that can be used for some broad level evaluations. All of the courses required in this program are only offered once a year, so for every academic year there is only one opportunity to complete the assessment process. Two courses in the EOSH program were redesigned in spring/summer 2016. One

of these courses is used to assess 2 of the outcomes. Outcome scores from this revised course will be available in Fall 2016 term. Redesign did focus on providing more practice and emphasizing skills such as identify controls, identifying hazards, interpreting laws and applying those laws. Since these areas were identified as focus or problem points for the next assessment cycle, it was decided that no major restructuring of outcomes or assessment artifacts would be changed until after the redesign changes could be implemented.

Patterns in the data observed:

When you review the results from the 4 fall/spring terms of available data, there is some indication that improvements have been made but there is still a lot of variability in some of the individual outcomes. For some of these changes there is no apparent event or change that can readily account for the score variability. In some cases, it can be tracked to differences in the student group and aptitude or interest in the material based on their program of study. There have been specific changes made such as were previously discussed regarding identification of hazards and application of standards. The data does show an improvement trend for outcomes involving these focus areas. The sample sizes are not large but it appears that the trends are holding. For outcome 1, when you look at a graph of the data the fluctuations don't follow any kind of trend. They are increasing/decreasing at what appears to be random variation. You would expect some random variation and fluctuations of outcome results in the data you collect so this is not considered an area of concern at this point. Program outcome results for outcome 1 is shown below as an example of what appears to be random increases and decreases in results obtained.

Program Outcome 1. describe environmental and occupational safety laws and regulations

Academic Year	Composite Score Results
2012-13	1.54
2013-14	2.05
2014-15	1.63
2015-16	1.80

Use of Results for Improvement

There is one full-time faculty member for this program and there is one adjunct faculty that teaches two courses in the program. Discussions occur between these two faculty and results are presented each year to the Industrial Technology Advisory Committee. The adjunct faculty member teaches the course for which assessments are completed for outcomes 3 and 5. Both of these outcomes are either at competent level or higher. The full-time faculty member reviews the results separately and then discusses the results with the adjunct faculty.

One course (EOSH 205) is used to assess outcomes 2 and 4. The EOSH 205 course didn't make in the Fall 2014 academic year therefore no data was collected for that year. Since the course wasn't taught in the 2014 academic year, it was difficult to assess changes in student performance with the limited data available. No significant changes were made to the course in learning materials or assignments yet there was quite a bit of variation in one of the outcomes. Since we have a limited amount of collection points for this course and outcome, it is difficult to attribute the change to a specific event at this time. There was evaluation and review of the individual skill/knowledge areas that were used to evaluate

outcomes 1, 2, and 4 because the composite scores of these outcomes were lower than the established target level of a 2.0. Based on that review, it appeared that there was one area in each of the these 3 outcomes where students were consistently scoring lower than in the other skill areas. It was decided to focus on these skill areas during the Quality Matters redesign process for the EOSH courses that is going to occur in the next academic school year. The skill/knowledge areas that will be part of the focus in course changes are shown below:

Outcome 1: Students were consistently scoring lower across the board in their ability to explain the applicability of law to a regulated community.

Outcome 2: Students were able to identify hazards for an employee performing certain tasks but they consistently were scoring lower in their ability to identify hazards to the environment surrounding the employee involved whether that environment contained co-workers, the community, the environment, etc.

Outcome 4: Students were able to identify violations to a regulation or standard but they consistently scored lower in identify the cause or reason for compliance or noncompliance of a given standard or regulation when applied to a given situation.

Identified Action Items to Improve Student Learning

All of the courses in the EOSH program are going through course redesign. The redesign process involves the use of Quality Matters as a model for online course curriculum. EOSH 205 Safety & Health Regulations and Standards will have the new redesigned course implemented in the Fall 2016 term. Four more courses will be redesigned and implemented in the Spring 2017 term. These courses include EOSH 116 Introduction to Industrial

Hygiene, EOSH 225 Accident Investigations, EOSH 226 Emergency Planning and Preparedness and MAFT 229 Introduction to Health and Safety. The remaining 3 courses will have the Quality Matters redesign completed and implemented in the Fall 2017 term. These courses include EOSH 115 Transportation, Storage and Handling of Hazardous Materials, EOSH 116 Waste Management and RCRA and EOSH 206 Environmental Regulations.

The course redesign process, which follows the Quality Matters rubric, is building in more practice and directed learning activities. There is also an effort to add more visual resources to help the learners with some of the challenging concepts. Also, alignment of learning materials to the outcomes is addressed so it is expected that these changes will have a positive impact on the assessment outcomes from these courses. With the alignment changes it is expected that there will be an improvement in recognition of the key concepts by the students which will facilitate a deeper understanding of the material.

In addition to alignment and changes in student learning activities, the content material and presentation will be reviewed for the focus areas that were identified as potential problem areas during this assignment cycle. The following skill/knowledge areas will be reviewed and changes made in order to increase student understanding of these concepts:

Outcome 1: Students were consistently scoring lower across the board in their ability to explain the applicability of law to a regulated community.

Outcome 2: Students were able to identify hazards for an employee performing certain tasks but they consistently were scoring lower in their ability to identify hazards to the environment surrounding the employee involved whether that environment contained co-workers, the community, the environment, etc.

Outcome 4: Students were able to identify violations to a regulation or standard but they consistently scored lower in identify the cause or reason for compliance or noncompliance of a given standard or regulation when applied to a given situation.

In addition to course redesign with Quality Matters, there will be a review of the overall program in Spring 2017 to determine if changes need to be made to the program overall (including program outcomes) so that students are acquiring the skills and knowledge necessary to be successful in the workplace. Meetings will be held with industry and the focus will be in identifying skills and determining if the courses need to be modified or changed to reflect industry needs. Student past performance including feedback from internships with various employers will also be utilized in the program revision process.

Three Rivers College

THE COMMUNITY COLLEGE OF SOUTHEAST MISSOURI

Fire Science AAS

Program Level SLO Report

Jack Armor – Program Manager

2015-16

Program Purpose Statement

Career and Technical Education. 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 fire fighting, 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) standard 1001
2. Demonstrate knowledge necessary to respond to a given hazardous materials incident.
3. Demonstrate the ability to operate fire apparatus safely and efficiently on the fire ground.
4. Apply knowledge of basic field strategies and tactics to a given situation.
5. Use company managerial concepts and principals that lead to effective supervision and leadership.
6. Demonstrate knowledge in core curriculum requirements as outlined in the U.S. Department of Transportation EMT-Basic National Standard Curriculum.
7. Explain laws, ordinances and practices related to fire prevention, protection, suppression, mitigation and alarm systems.

Program Outcome #1

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	7	Sections: 1 Students: 7	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 0 PT: 1	Yes

Face to Face Sections

Practical Examination: Understands Topic	2.1
Practical Examination: Presentation skill (articulation of skill)	2.2
Practical Examination: Presentation skill (teamwork)	2.7
Practical Examination: Ability to do skill in a timely manner	2.7
Written Examination: (Understanding topics)	1.4

Program Outcome 1 Rubric

Course: FIRE 115 Firefighter I & II

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

Expectations	Novice 1 point	Competent 2 points	Mastery 3 points
Practical Examination: Understands Topic	Scores 1-5 on skill	Scores 6-8 on skill	Scores 9-10 on skill
Practical Examination: Presentation skill (articulation of skill)	Scores 1-5 on skill	Scores 6-8 on skill	Scores 9-10 on skill
Practical Examination: Presentation skill (teamwork)	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	Scores 1-5 on skill	Scores 6-8 on skill	Scores 9-10 on skill
Written Examination: (Understanding topics)	Student scores 60-74% on exam	Student scores 75-85% on exam	Student scores 86-100% on exam

Program Outcome #2

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 and Operations	1	11	Section s: 1 Student s: 11	Section s: 0 Student s: 0	Section s: 0 Student s: 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.	2.7
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.	2.6
Using available reference material collect hazard information for each hazardous material/WMD detected.	2.1
Using available reference material record protective actions for each hazardous material/WMD.	2.4

Program Outcome 2 Rubric

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

Artifact: Essay over simulated incident response

Expectations	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 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 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 correctly detect/identify all hazardous materials/WMDs using available reference materials.
Using available reference material collect hazard information for each hazardous material/WMDs detected.	Evidence indicates the inability to correctly collect hazard information for each hazardous material/WMDs using available reference material.	Evidence indicates the ability to correctly 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 correctly record protective actions for each hazardous material/WMDs using available reference material.	Evidence indicates the ability to correctly record protective actions for most hazardous material/WMDs using available reference material.	Evidence indicates the ability to correctly record protective actions for all hazardous material/WMDs using available reference material.

Program Outcome #2

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 and Operations	1	11	Section s: 1 Student s: 11	Section s: 0 Student s: 0	Section s: 0 Student s: 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.	2.5
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.	2.18
Describe the implementation of scene control procedures, evidence preservation (if criminal or terrorist), Incident command and emergency decontamination.	1.8
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.	2.4

Program Outcome 2 Rubric

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

Artifact: Essay over simulated incident response

Expectations	Novice 1 point	Competent 2 points	Mastery 3 points
<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 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, predicts the likely behavior of the hazardous material/WMD and estimates 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 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 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 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 #3

Demonstrate the ability to operate fire apparatus safely and efficiently on the fire ground.

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 225	Hydraulics & Water	0	0	Sections : 0 Students: 0	Sections: 0 Students: 0	Sections : 0 Students: 0	FT: 0 PT: 0	No

NOTE: This program outcome was not assessed during this reporting cycle.

Program Outcome #4

Apply knowledge of basic field strategies and tactics to a given situation.

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 215	Tactics and Strategies	1	3	Sections: 1 Students: 3	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 0 PT: 1	Yes

Face to Face Sections

Students will identify statistics and describe information about the subject building, such as size, type of construction, and occupancy type.	2.3
Students shall be able to describe and locate different components of activated fire systems, whether detection, suppression, or smoke management.	2.6
Based on the information and statistics concerning the subject building, students will form an overall strategy and specific tactics to contain and extinguish a given fire/emergency.	2
Students will communicate and suggest initiatives to impede the fire spread in the building and improve the strategy and tactic outcomes.	2.3

Program Outcome 4 Rubric

Course: FIRE 119 Fire Behavior and Combustion

Artifact: Case Study Review of Large Loss Fire

Expectations	Novice 1 point	Competent 2 points	Mastery 3 points
Students will identify statistics and describe information about the subject building, such as size, type of construction, and occupancy type.	Unable to identify and describe building statistics and information such as size, construction and occupancy type. 0-30%	Able to moderately identify and describe building statistics and information such as size, construction and building occupancy type. 30-80%	Able to proficiently identify and describe building statistics and information such as size, construction and building occupancy type. 80-100%
Students shall be able to describe and locate different components of activated fire systems, whether detection, suppression, or smoke management.	Unable to describe and locate different components of activated fire systems, whether detection, suppression, or smoke management. 0-30%	Able to moderately describe and locate different components of activated fire systems, whether detection, suppression, or smoke management. 30-80%	Able to proficiently describe and locate different components of activated fire systems, whether detection, suppression, or smoke management. 80-100%
Based on the information and statistics concerning the subject building, students will form an overall strategy and specific tactics to contain and extinguish a given fire/emergency.	Unable based on the information and statistics concerning the subject building, to formulate an overall strategy and specific tactics to contain and extinguish a given fire/emergency. 0-30%	Able to moderately formulate based on information and statistics concerning the subject building a strategy and tactic to contain and extinguish a given fire/emergency. 30-80%	Able to proficiently formulate based on information and statistics concerning the subject building a strategy and tactic to contain and extinguish a given fire/emergency. 80-100%
Students will communicate and suggest initiatives to impede the fire spread in the building and improve the strategy and tactic outcomes.	Unable to communicate and suggest initiatives to impede the fire spread in the building and improve the strategy and tactic outcomes. 0-30%	Able to moderately communicate and suggest initiatives to impede the fire spread in the building and improve the strategy and tactic outcomes. 30-80%	Able to proficiently communicate and suggest initiatives to impede the fire spread in the building and improve the strategy and tactic outcomes. 80-100%

Program Outcome #5

Use company managerial concepts and principals that lead to effective supervision and leadership.

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 125	Incident Command	1	3	Section s: 1 Student s: 3	Sections : 0 Students : 0	Sections : 0 Students : 0	FT: 0 PT: 1	Yes

Face to Face Sections

Given the incident scenario write a 1 to 2 page narrative describing how you addressed the incident and everything that happened during the response, using proper English and in chronological order.	3
Draw a diagram of the incident on graph paper with apparatus placement. Incident Command post and staging area (drawing should be to scale).	3
Give an oral report in front of the class using multimedia and your diagram of the incident. Address all issues during the incident. Presentation time 14-16 Min.	3

Program Outcome 5 Rubric

Course: FIRE 126 Principles of Emergency Services

Artifact: Essay over simulated incident response, oral report using multimedia in front of class, diagram of incident.

Expectations	Novice 1 point	Competent 2 points	Mastery 3 points
Given the incident scenario write a 1 to 2 page narrative describing how you addressed the incident and everything that happened during the response, using proper English and in chronological order.	Evidence indicates the inability to correctly provide a narrative that addresses the incident response and documents all activities.	Evidence indicates the ability to correctly provide a narrative that addresses most of the incident response and documents most activities.	Evidence indicates the ability to correctly provide a narrative that addresses the incident response and documents activities.
Draw a diagram of the incident on graph paper with apparatus placement. Incident command post and staging area (drawing should be to scale).	Evidence indicates the inability to correctly scale and detail Incident, apparatus placement, incident command, and staging area.	Evidence indicates the ability to some extent correctly scale and detail Incident, apparatus placement, incident command, and staging area.	Evidence indicates the ability to correctly scale and detail incident, apparatus placement, Incident command, and staging area.
Give an oral report in front of class using multimedia and your diagram of the incident. Address all issues during the incident. Presentation time 14-16 Min.	Evidence indicates the inability to communicate all issues of the incident using multimedia and presentation time not within allowed limits.	Evidence indicates the ability to some extent to communicate all issues of the incident using multimedia and presentation time near allowed limits.	Evidence indicates the ability to communicate all issues of the incident using multimedia and presentation time is within allowed limits.

Program Outcome #6

Demonstrate knowledge in core curriculum requirements as outlined in the U.S. Department of Transportation EMT-basic National Standard Curriculum.

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	Emergency Medical Services I	1		Sections : 0 Students : 0	Section s: 0 Student s: 0	Section s: 0 Student s: 0	FT: 1 PT: 0	Yes

Program Outcome #7

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	6	Sections: 0 Students: 0	Sections : 0 Students : 0	Sections : 0 Students : 0	FT: 0 PT: 1	Yes

Face to Face Sections

Students recognize and respond to various automatic and manual type fire alarms.	2.1
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.	2
Based on information from a system/or systems students can formulate proper extinguishing principles and technique outcomes.	1.8
Students recognize, inspect and communicate deficiencies using various codes and standards.	1.3

Program Outcome 7 Rubric

Course: FIRE 235 Fire Protection Systems

Artifact: Case Study Review of Large Loss Fire

Expectations	Novice 1 point	Competent 2 points	Mastery 3 points
Students recognize and respond to various automatic and manual type fire alarms.	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.	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.	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.	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%

Summary of Results

Only one section per class and three different instructors were involved in the assessments of the learning outcomes for the Fire Science program. All of the classes were delivered as face-to-face delivery. Three adjunct instructors were used to assess outcomes 1, 2, 4, 7. A full time faculty member did the assessment for the EMDS-105 EMT Basic class (not assessed in the fire science program). After discussion with the EMDS instructor, it was noted that the curriculum for the course had changed noting that all EMDS-105 students are assessed in this class (not just fire students) the outcome for this course will be removed from the fire science assessment. Student artifacts were collected for the following classes, FIRE-115 (Outcome-1), FIRE-118 (Outcome-2), FIRE-215 (Outcome-4), FIRE-125 (Outcome-5) and, FIRE-235 (Outcome-7). Artifacts were collected 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. Since FIRE-115 (Firefighter I & II) is a skills based class the student artifact used is the Missouri Division of Fire Safety Skills book and a written test. Each skill is assessed during the course by the instructor (See skills book). The target score for each learning outcome is a 2.0 which reflects a competent level of skill. For 2015-2016 the composite scores for program outcomes 1, 2,4 and 5 were all at or above the 2.0. Outcome 7 was 1.8 which was below the target score of 2.0.

Following are the resulting composite scores for the 2015-2016 year:

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

Overall score 2.25

The firefighter I & II course is somewhat different than courses that deal only with theoretical material. This course is based on retention of the knowledge taught in the classroom to perform practical skills. All skills are taught then practiced until the student is comfortable performing the skill. Assessments are drawn from the ability of students to perform these skills. All students participate in the skills portion of the class so all students participate in assessment. Noting that student's scores were in the 2.25 level (which is the target area) it is our goal is to improve the scores toward the 3.0 level since the ultimate goal of this course is keeping firefighters alive when they enter the workforce.

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

Awareness Overall score 2.4 Operations Overall score 2.25

The data from this group indicates that the students understood the basics of dealing with a hazardous materials incident during the incipient phase. This course includes academic as well as practical skills. All students participated in the assessment and in both portions of the class reached the target area (Awareness 2.4 and Operations 2.).

Outcome 3 Demonstrate knowledge to operate fire apparatus safely and efficiently on the fire ground.

This outcome was not assessed this year since the course used for the assessment was changed and had not been delivered yet.

Outcome 4 Apply knowledge of basic field strategies and tactics to a given situation.

Overall score 2.3

The data for this course was obtained from an enrollment of 3 students who all participated in the assessment process. Students reached the competent level.

Outcome 5 Use fire company managerial concepts and principals that lead to effective supervision and leadership.

Overall score 3.0

The data collected indicated that students reached the mastery level for this course. FIRE-125 This course has been inactivated and this outcome will be assessed in another class.

Outcome 6 Demonstrate knowledge in core curriculum requirements as outlined in the U.S. Department of Transportation EMT-Basic National Standard curriculum.

This class not assessed in this program. And will be removed.

Outcome 7 Explain laws, ordinances, and practices related to fire prevention, protection, and suppression, mitigation, and alarm systems.

Overall score 1.8

The data for this course was obtained from an enrollment of 6 students who all participated in the assessment process. Students did not reach the competent level.

Summary of Analysis

I cannot validate all the information for every outcome due to the small number of students in some classes, however we feel that the Fire Science program is on the right track. Noting that in the future we will be keeping all relevant artifacts and documents so as to provide a clearer picture of our assessments. Changes in curriculum, most notably the addition of the “Fire and Emergency Services Higher Education” classes (FESHE) will allow us to apply for the “Fire and Emergency Services Higher Education” designation (this was the only reason for any curriculum change). As far as outcome 7 after discussing with the instructor the low scores can be attributed to a couple of reasons. 1. Students did not take the project seriously and did not begin putting it together until the last week of class. 2. The instructor (trying to compensate for the students lack of initiative) allowed them to break up into groups to complete and submit their project reports. Also it should be noted that while the original grading rubrics did not contain a “No evidence” column the data spread sheet did and if any student had scored in the “no evidence” column the instructors would have simply left that expectation blank, thereby allowing me to score “no evidence” in the spreadsheet. So all statics were correct in this report.

Additional Summary Notes

Anomalies in the results that were noticed: None

Were changes needed to improve student learning? Data provided will allow us to properly adjust the program outcomes.

Patterns in the data observed: None

Use of Results for Improvement

There is one full time coordinator in this program the rest are part time adjunct faculty or adjunct helpers. We have meet and discussed program changes to help with student numbers. We have and will be having discussions on retention of assessment pieces. The assessment process is new to all of the adjunct “fire” instructors and thus we will make mistakes while in the learning process.

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?

Noting curriculum changes to reflect our one year certificate with and without an EMDS-105 piece we are hoping as word gets out that our numbers in the Fire Science program increase. We are also hoping to see the addition of a training facility that will augment (in a large way) the classroom portion. After one cycle of the FESHE classes we have determined that several program outcomes do not accurately reflect the courses being assessed. We (adjuncts and myself) are in the process of reviewing and re-writing the outcomes to better reflect not only the classes but the entire program and will be revising the grading rubrics as well. In the case of outcome 7 the instructor has indicated he will not allow the assigned project to be completed by groups, each individual student will be required to complete the project. Outcome 6 will be removed from the program and not replaced. Since I am new to this process as well as the adjuncts we are trying to better collect all relative data to be used in the assessment process. The program changes have already taken place. As far as the training facility that has yet to be determined. Outcomes and grading rubrics are being re-written at present and will be taken to the advisory committee in 2017.

Three Rivers College

THE COMMUNITY COLLEGE OF SOUTHEAST MISSOURI

**Forestry Technology AAS
Program Level SLO Report
Joyce Rehkop – Program Manager**

2015-16

Program Purpose Statement

This program is designed to enable students to develop skills and knowledge to enter forestry related fields.

Program Outcomes

1. Identify plant species by taxonomy and distribution.
2. Develop appropriate Silviculture prescriptions.
3. Use appropriate sampling methods and units of measurements to project forest stands.
4. Develop technical knowledge, interpersonal skills, and ethics necessary for successful employment.

Program Outcome #1

Identify plant species by taxonomy and distribution.

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?
AGRI 122	Natural Resource	1	15	Sections : 1 Students : 16	Sections : 0 Students : 0	Sections : 0 Students : 0	FT: 1 PT:0	Yes

Course being reported: AGRI 122 - Natural Resource Management

Face to Face Sections		
Identify required tree species by leaf structure.	93%	13 Students
Identify required tree species by scientific name.	86%	12 Students
Identify required tree species by wood type.	93%	13 Students
Identify required tree species by taxonomy.	86%	12 Students

Program Outcome #2

Develop appropriate Silviculture prescriptions.

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?
AGRI 172	Integrated Pest Management	1	15	Sections: 0 Students: 0	Sections: 0 Students: 15	Sections: 0 Students: 0	FT: 1 PT: 0	Yes

Course being reported: AGRI 172 – Integrated Pest Management

Online Section		
Identify pesticides by their classification.	80%	12 Students
Select the appropriate pesticide for specific problems.	80%	12 Students
Calibrate pesticide applicator equipment.	73%	11 Students
Calculate spray mix treatments.	73%	11 Students

Program Outcome #3

Use appropriate sampling methods and units of measurements to project forest stands.

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?
FRST 119	Forest Measurements	1	10	Sections: 1 Students: 11	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 0 PT: 1	Yes

Course being reported: FRST 119 – Forest Measurements

Face to Face Section		
Identify pesticides by their classification.	98%	9 Students
Select the appropriate pesticide for specific problems.	75%	7 Students
Calibrate pesticide applicator equipment.	90%	9 Students
Calculate spray mix treatments.	73%	7 Students

Program Outcome #4

Develop technical knowledge, interpersonal skills and ethics necessary for successful employment.

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?
AGRI 297	Ag Forestry Internship	1	10	Sections: 0 Students: 0	Sections: 1 Students: 10	Sections: 0 Students: 0	FT: 1 PT: 0	Yes

Course being reported: AGRI 297 - Ag Forestry Internship

Online Section		
Demonstrates employment skills through dress, behavior & attendance.	100%	10 Students
Complets assignments professionally and within time specifications.	80%	8 Students
Demonstrates the ability to apply previously learned knowledge to the work environment.	80%	8 Students
Exhibit the ability to work with team members or work individually.	80%	8 Students

Summary of Results

In AGRI 122 Natural Resource Management all students except one completing the assignment in four outcome areas. Fourteen students were rated "Strong" based on the rubric. One student was rated satisfactory and one student did not complete the assignment. In my opinion, every student has the ability to do well in this assignment if they are willing to put out the effort.

In AGRI 172 Integrated Pest Management in the two outcomes which asked for identification or selections, 9 students were rated "Strong". When students were asked to calibrate or calculate 9 were still rated "Strong", 1 was rated Satisfactory, 2 were rated weak. Overall performance based on the 4 areas assessed showed that 60% of the students performed at the satisfactory or higher level, while 40% were weak.

In FRST 119 Forest Measurements, in Outcome 1 where they were asked to identify items, 90% of the students rated "Strong". However in Outcomes 2-4, they dropped to the satisfactory rating. Weakness in math is the main reason. Students have the technique but not the ability to get to the final number.

In AGRI 297 Agriculture-Forestry Internship 10 out of 11 students completed the assignment. In Outcomes 1 and 2 all students were rated "Strong". In Outcome 3 and 4, 4 were rated "Strong" and 6 and were rated "Satisfactory".

Summary of Analysis

This is the fourth year that we have been utilizing this system for analyzing the effectiveness of the curriculum we are teaching. To me this is just a snapshot of all that we do and as a snapshot is not necessarily reflective of each class/outcome as a whole. It has helped me think about how I explain everything for better student understanding.

Additional Summary Notes

Anomalies in the results that were noticed: I did not find any anomalies.

Patterns in the data observed: No perceivable patterns in the data observed.

Use of Results for Improvement

Since this is our 4th year in completing this data there has been less discussion on how to fine tune it. Now it seems to be in place so maintenance is the key for me. I do plan on using a Workplace Readiness Chart to assess the students ability to be ready to enter the workforce post graduation. The college has purchased a farm with a stand of old growth trees. This will offer hands on activities for the students. Our first priority will be to categorize the trees. It will be a work in progress with changes being made on a daily weekly and monthly basis. The time line for this is to implement it daily in class presentation, assignments and extra-curricular activities.

Three Rivers College

THE COMMUNITY COLLEGE OF SOUTHEAST MISSOURI

**Information Systems Technology -
Executive/Legal Option, Medical, Medical Billing &
Coding, and Microcomputer Options
Program Level SLO Report
Julie Becker – Program Manager**

2015-16

Program Purpose Statement

The INFORMATION SYSTEMS TECHNOLOGY program is designed for individuals who are currently employed in the information system field and for high school graduates planning careers in the field of information systems technology. 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

1. Communicate in a business environment. (All options)
2. Demonstrate technological skills including: operating systems, word processing, spreadsheets, database management, presentation software, email and the Internet as a research tool. (All options)
3. Manage files. (All options)
4. Employ technology to solve business problems. (All options)
5. Display professional readiness including time management, organizational, confidentiality, teamwork and decision-making skills. (All options)
6. Produce transcripts and correspondence using computer technology. (All options)
7. Use CPT and ICD-CM coding systems. (Medical and Medical Billing & Coding options)
8. Complete health insurance claim forms. (Medical Billing & Coding option)
9. Create programs that meet the needs of clients. (Microcomputer option)

Information Systems Technology Course Mapping

IST 100 – Computer Applications (substituted for IST 115)

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Demonstrate proficiency in using college systems to conduct online learning and research.	2
2	Demonstrate understanding of security options for technology platforms	2
3	Demonstrate proficiency in operating a personal computer	2
4	Demonstrate proficiency in using word processing software	2
5	Demonstrate proficiency in using spreadsheet software	2
6	Demonstrate proficiency in using database software	2
7	Demonstrate proficiency in using presentation software	2

BUED 103 – Business English

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Use appropriate reference materials such as online dictionaries, print dictionaries, and reference manuals to locate answers to questions	1
2	Identify parts of speech and understand how they function in sentences	1
3	Write complete sentences avoiding fragments, comma splices, and run-ons	1
4	Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions, and interjections correctly in oral and written communication	1
5	Develop proficiency in punctuation, capitalization, and number style skills	1
6	Demonstrate realistic applications of current usage and style in today's workplace	1
7	Demonstrate improved vocabulary, spelling, and editing skills	1
8	Recognize and create professional business messages that demonstrate correct formats and ideas expressed in clear, concise, and correct English	1

Acct 211 – Principles of Accounting I

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Identify the role of the accounting profession in ethical business decision-making	1, 2, 4, 5
2	Apply GAAP for corporate financial reporting	1, 2, 4, 5
3	Analyze the elements of internal control	1, 2, 4, 5
4	Demonstrate accounting procedures for corporate stocks and bonds	1, 2, 4, 5

BUED 122 Document Processing

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Apply basic editing and formatting functions	1,2,3,
2	Demonstrate keying skill	1,2,3,
3	Assess keying speed and accuracy	1,2,3,
4	Demonstrate the formatting techniques of difference business documents	1,2,3,

BUED 203 Business Communications

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Demonstrate their abilities to use clear, concise, and grammatically correct language	1
2	Practice the ability to select, organize, and effectively deliver information in a businesslike manner	1,2,5
3	Demonstrate ability to contribute to team performance, plan and participate in productive meetings, and use collaborative technologies	1,2,5,6

IST 148 Office Procedures

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Demonstrate an understanding of current office practices	1
2	Exhibit awareness of the developing trends in office practices, such as virtual, mobile and home offices	1,2
3	Locate and understand common skill sets found in the office environment	1,2,3,4
4	Employ effective personal and interpersonal skills in various business situations	1,2,3,4,5
5	Exercise efficient time management techniques	1,5
6	Facilitate teamwork in a diverse office environment	1,5

IST 149 Medical Terminology & Coding

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Spell and define anatomical, pathological, diagnostic, and treatment medical terms	1
2	Identify the basic structures of each body system	1
3	Briefly explain the function of each body system and related organs	1
4	Accurately assign medical codes to diagnoses, procedures, operations, and other medical or surgical services	7

IST 256 Administrative Transcription Fundamentals

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Employ computer skills to build transcription speed	1,2,4,6
2	Revise word processing documents using correct formatting techniques	1,2,4,6
3	Demonstrate mastery competence using 10-key calculator	1,2,4,6
4	Apply time management and prioritizing skills through guided practice and formulate independent judgments	1,2,4,6
5	Interpret spoken medical terms and be able to spell correctly	1,2,4,6
6	Use proper formatting techniques for medical documents	1,2,4,6
7	Construct first-time mailable copy of letters, memorandums, and reports in proper format	

IST 257 Advanced Administrative Transcription

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Employ computer skills to build transcription speed	1,2,4,6
2	Revise word processing documents using correct formatting techniques	1,2,4,6
3	Demonstrate mastery competence using 10-key calculator	1,2,4,6
4	Apply time management and prioritizing skills through guided practice and formulate independent judgments	1,2,4,6
5	Interpret spoken medical terms and be able to spell correctly	1,2,4,6
6	Use proper formatting techniques for medical documents	1,2,4,6
7	Construct first-time mailable copy of letters, memorandums, and reports in proper format	1,2,4,6

IST 258 Office Administration and Supervision

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Begin the job search process	1,2,4,5
2	Know sources of job information	1,2,4,5
3	Know job search communications	1,2,4,5,6
4	Have knowledge of interview essentials	1,2,4,5

IST 269 Database Applications

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Build a database from scratch or from templates	2,3,4
2	Exchange data with other databases and Microsoft Office documents	2,3,4
3	Create forms to simplify data entry	2,3,4
4	Use filters and queries to find and analyze information	2,3,4
5	Design rich reports that help make your data meaningful	2,3,4
6	Help prevent data corruption and unauthorized access	2,3,4

IST 268 Spreadsheet Applications

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Interpret financial data.	2,3,4
2	Design formulas that solve math problems.	2,3,4
3	Show data in a meaningful way using charts, graphs, macros, and pivot tables.	2,3,4
4	Integrate Excel spreadsheets with other software applications and the Internet.	2,3,4

IST 126 Word Processing Applications

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Identify parts of the Word screen.	2,3,4
2	Apply paragraph formatting, set tables.	2,3,4
3	Use advanced editing to revise text.	2,3,4
4	Create, edit, and format tables.	2,3,4
5	Enhance document with special features, i.e., clipart, WordArt, and shapes.	2,3,4

Program Outcome #1

Communicate in a business environment.

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	1	28	Sections: 1 Students: 28	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 0	No

Course being reported: BUED 203 Business Communication

Face to Face Sections	
Content and Development: major point's specific and clear, use of both primary and secondary research, content is thorough, and clear and concise writing.	78%
Organization and Structure: concepts of paragraphs are filled with details of support for topic, and paragraphs flow into each other with connective concepts.	76%
Format: follows designated guidelines, appropriate length, sources are cited.	77%
Grammar, Punctuation, and Spelling	69%

Program Outcome #1 Rubric

Criteria	No Evidence	Novice	Competent	Mastery
Content & Development	<ul style="list-style-type: none"> - Content is incomplete. - Major points are not clear and /or persuasive. Demonstrates less than 60 percent.	<ul style="list-style-type: none"> - Content is not comprehensive and /or persuasive. - Major points are addressed, but not well supported. - Research is inadequate. - Content is inconsistent. Demonstrates less than 70 percent.	<ul style="list-style-type: none"> - Content is comprehensive, accurate, and persuasive. - Major points are stated clearly and are well supported. - Research is adequate, timely, and addresses course concepts. - Content and purpose of the writing are clear. Demonstrates less than 80 percent.	<ul style="list-style-type: none"> - Content is thorough, accurate, persuasive and relates to a specific purpose - Major points are specific, stated clearly, and are well-supported. - Research is both primary and secondary -course concepts are focused with clear a succinct writing Demonstrates 90 percent level.
Organization & Structure	<ul style="list-style-type: none"> - Organization and structure detract from the concepts of the paper. - Concepts are disjointed and lack transition of thoughts. Demonstrates less than 60 percent.	<ul style="list-style-type: none"> - Structure of the paragraph is not easy to follow. - Paragraph transitions need improvement. - Concepts are disconnected. Demonstrates less than 70 percent.	<ul style="list-style-type: none"> - Concepts of the paragraphs are clear and easy to follow. Demonstrates less than 80 percent.	<ul style="list-style-type: none"> -Concepts of paragraphs are filled with details of support for thesis and topic sentences. - Paragraphs flow into each other with connective concepts. Demonstrates 90 percent level.
Format	<ul style="list-style-type: none"> - Paper lacks many elements of correct formatting. [APA style] - Paragraphs are inadequate/excessive in length. - Too much. Demonstrates less than 60 percent.	<ul style="list-style-type: none"> - Paper follows most guidelines. - Paper is over/ under word length. - Some padding of paragraphs. Demonstrates less than 70 percent.	<ul style="list-style-type: none"> - Paper follows designated guidelines. - Paper is the appropriate length as described for the assignment. Demonstrates less than 80 percent.	<ul style="list-style-type: none"> -Paper follows designated guidelines -Paper is appropriate in length -Succinct and scholarly presentation -websites are cited. Demonstrates 90 percent level.
Grammar, Punctuation, & Spelling	<ul style="list-style-type: none"> - Paper contains numerous grammatical, punctuation, and spelling errors. - Language uses jargon or conversational tone. Demonstrates less than 60 percent.	<ul style="list-style-type: none"> - Paper contains few grammatical, punctuation and spelling errors. - Language lacks clarity or includes the use of some jargon or conversational tone. Demonstrates less than 70 percent.	<ul style="list-style-type: none"> - Rules of grammar, usage, and punctuation are followed; spelling is correct. - Language is clear; sentences display consistently varied structure. Demonstrates less than 80 percent.	<ul style="list-style-type: none"> - Correct grammatical construction -free of typos - compound/complex sentences -clear, correct technical vocabulary -Strong use of correct language structure. -Correct punctuation. Demonstrates 90 percent level.

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 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 100	Computer Applications	6	81	Sections: 4 Students: 45	Sections: 2 Students: 36	Sections: 0 Students: 0	FT: 1 PT: 1	

Course being reported: IST 100 Computer Applications

Face to Face Sections	
Utilizes operating system software and data management skills.	74%
Demonstrate an understanding of the ethical use of technological tools.	61%
Utilizes software (word processing, presentation, and/or application specific to guideline)	70%

Online Sections	
Utilizes operating system software and data management skills.	64%
Demonstrate an understanding of the ethical use of technological tools.	64%
Utilizes software (word processing, presentation, and/or application specific to discipline).	52%

Program Outcome #2 Rubric

1-Unacceptable

2-Needs Work

3-Competent

4-Excellent NA- Not applicable

Utilizes operating system software and data management skills

	1	2	3	4	NA	
Proper file naming conventions used. File is readable/viewable/useable. For example, all associated files are uploaded such as images, pictures, etc.; hyperlinks work correctly.						

Demonstrate an understanding of the ethical use of technological tools

	1	2	3	4	NA	
The file or document appears to be the student's own work. Sources are appropriately documented.						

Utilizes software (word processing, presentation, or application specific to discipline)

	1	2	3	4		
Overall, the document is professional looking. It is appropriate to submit to an instructor, colleague, manager, or customer.						
The font is appropriate for readability. Bolding, italicizing, and centering is used appropriately (if applicable).						
The application is formatted specific to business/collegiate standards. For example, the page formatting includes correct use of page breaks, paragraphs indented, page numbers included. Extra pages and spacing are removed. Tables are appropriately spaced, and columns are accurately titled. Columns of numbers line up.						
The document is completed using appropriate tools. The software used is appropriate for the application.						
It is evident the student took pride in the completion of the assignment and has a good understanding of the application requirements.						

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	16	Sections: 0 Students: 0	Sections: 1 Students: 16	Sections: 0 Students: 0	FT: 1 PT: 0	Yes

Course being reported: IST 269 Database Applications

Online Sections	
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.	88%
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.	77%
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).	67%
Demonstrate knowledge of the system utilities used for file management* (e.g., change protection modes, rename, delete).	74%

Program Outcome #3 Rubric

Criteria	No Evidence	Novice	Competent	Mastery
Manage file Storage	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Backup data periodically to a backup media (CD, disk, etc.) or server. • 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). 	<ul style="list-style-type: none"> • Perform scheduled systematic backup procedure. • Recover, as much as possible, erased or corrupted data. • Demonstrate knowledge of the system utilities used for file management* (e.g., change protection modes, rename, delete).

Program Outcome #4

Employ technology to solve business 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?
IST 258	Office Administration & Supervision	1	21	Sections: 1 Students: 21	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 0	Yes

Course being reported: IST 258 Office Administration & Supervision

Face to Face Sections	
Students will demonstrate the ability to pose vital questions and identify problems clearly and precisely.	94%
Students will demonstrate the ability to interpret information.	93%
Students will demonstrate the ability to consider alternative systems of thought, recognizing and assessing assumptions, implication, and practical consequences.	92%
Students will demonstrate the ability to develop conclusions and solutions, checking them against relevant criteria and standards.	90%
Students will demonstrate the ability to communicate effectively with others in determining solutions to complex problems.	88%

Program Outcome #4 Rubric

Criteria	No Evidence	Novice	Competent	Mastery
Students will demonstrate the ability to pose vital questions and identify problems clearly and precisely.	Does not identify assumptions and fails to identify the purpose for asking questions. Does not distinguish between relevant and irrelevant questions and poses extraneous or unimportant ones.	Misidentifies some assumptions and/or does not identify the purpose for asking questions. Does not recognize the complexity of problems or explain the significance thereof.	Identifies the purpose of and poses relevant questions required to solve complex problems in a logical way with only minor errors. Discerns between relevant and irrelevant questions with only minor errors in stating them and explaining their significance.	Fairly and accurately identifies assumptions, purposes, and specific and significant questions. Discerns between relevant and irrelevant questions, clearly and precisely stating them and explaining their significance.
Students will demonstrate the ability to interpret information.	Inaccurately assesses the reliability of sources or misidentifies information and fails to prioritize the information. Expresses unreasonable and/or invalid interpretations of information.	Prioritizes information gathered and expresses reasonable and valid interpretations of information but with errors. Erroneously prioritizes information, formulates unclear or inappropriate categories and articulates assumptions as facts.	Provides and articulates evidence and assumptions when interpreting information but lacks clarity. Identifies the logic, significance, and relevance of information but with some information missing.	Provides clear evidence and articulates assumptions when interpreting information. Formulates appropriate categories to understand, describe, or characterize information as logical, significant, and relevant. Expresses reasonable and valid interpretations of statements, logic, data, facts, questions, graphs, theories, assertions, descriptions, etc.
Students will demonstrate the ability to consider alternative systems of thought, recognizing and assessing assumptions, implications, and practical consequences.	Does not identify significant implications of alternative systems of thought. Expresses unreasonable and inconsistent assumptions. Does not identify or incorrectly identifies variables.	Incorrectly identifies significant implications of alternative systems of thought. Expresses assumptions that are reasonable but are inconsistent. Incorrectly identifies variables.	Identifies significant implications of alternative systems of thought but with minor errors. Expresses assumptions that are reasonable and consistent but with minor errors. Correctly identifies variables with minor errors.	Identifies significant implications of alternative systems of thought. Expresses assumptions that are reasonable and consistent. Correctly identifies variables.
Students will demonstrate the ability to develop conclusions and solutions, checking them against relevant criteria and standards.	Does not articulate or express the logical process of critical inquiry. Does not apply standards to substantiate conclusions.	Inadequately expresses the logical process of critical inquiry. Inaccurately applies standards to substantiate conclusions.	Expresses the logical process of critical inquiry with minor errors. Accurately applies standards but with little evidence.	Expresses and articulates the logical process of critical inquiry. Accurately applies standards to substantiate conclusions.
Students will demonstrate the ability to communicate effectively with others in determining solutions to complex problems.	Does not articulate or explain key concepts. Does not stay on track.	Articulates or explains key concepts but in a vague, confusing, or ambiguous manner. Mostly stays on track.	Articulates and explains key concepts. Stays on track.	Articulates and explains key concepts in a clear and precise manner. Stays on track and articulates purpose.

Program Outcome #5

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

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	1	11	Sections:1 Students: 11	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 0	Yes

Course being reported: IST Internship

Face to Face Sections	
Attitude	92%
Ability	85%
Communication	87%
Rating	82%
Grade	90%

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.

	Good	Average	Below Average
SKILLS/KNOWLEDGE			
Demonstrates skills needed for assigned tasks			
Understands expectations of supervisor			
Communication skills			
Leadership skills			
SELF-MANAGEMENT			
Maintains professional manner and appearance			
Manages time and resources effectively			
Makes informed decisions			
Seeks further guidance when appropriate			
Sets realistic goals			
DEPENDABILITY			
Job attendance and punctuality			
Completes projects by specified deadlines			
Demonstrated maturity level			
ATTITUDE			
Is flexible and willing to learn			
Demonstrates initiative			
Accepts and makes constructive use of criticism			
Is courteous and friendly			
Interest in assigned work			
COMMUNICATION			
Communicates effectively with supervisor			
Communicates effectively with co-workers			
Communicates effectively with the public/customers			

1. Overall, did your student intern perform the assigned duties in a satisfactory manner and accomplish what you expected of them? Yes No

2. Do you have suggestions or comments as to how we might enhance the our Internship Program to benefit your organization and the experience of students?

3. Other comments:

If you were grading this intern, which of the following best describes the type of letter grade you would assign? (Please circle one grade.)

- A Superior
- B Above Average
- C Average
- D Below Average
- F Unsatisfactory

Supervisor _____ Date _____

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?
BUED 203	Business Communication	1	28	Sections: 1 Students: 28	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 0	No

Course being reported: BUED 203 Business Communication

Face to Face Sections	
Content and Development	78%
Organization and Structure	76%
Format	77%
Grammar, Punctuation, and Spelling	69%

Program Outcome #6 Rubric

Criteria	No Evidence	Novice	Competent	Mastery
Content & Development	<ul style="list-style-type: none"> - Content is incomplete. - Major points are not clear and /or persuasive. Demonstrates less than 60 percent.	<ul style="list-style-type: none"> - Content is not comprehensive and /or persuasive. - Major points are addressed, but not well supported. - Research is inadequate. - Content is inconsistent. Demonstrates less than 70 percent.	<ul style="list-style-type: none"> - Content is comprehensive, accurate, and persuasive. - Major points are stated clearly and are well supported. - Research is adequate, timely, and addresses course concepts. - Content and purpose of the writing are clear. Demonstrates less than 80 percent.	<ul style="list-style-type: none"> - Content is thorough, accurate, persuasive and relates to a specific purpose - Major points are specific, stated clearly, and are well-supported. - Research is both primary and secondary -course concepts are focused with clear a succinct writing Demonstrates 90 percent level.
Organization & Structure	<ul style="list-style-type: none"> - Organization and structure detract from the concepts of the paper. - Concepts are disjointed and lack transition of thoughts. Demonstrates less than 60 percent. 	<ul style="list-style-type: none"> - Structure of the paragraph is not easy to follow. - Paragraph transitions need improvement. - Concepts are disconnected. Demonstrates less than 70 percent. 	<ul style="list-style-type: none"> - Concepts of the paragraphs are clear and easy to follow. Demonstrates less than 80 percent.	<ul style="list-style-type: none"> -Concepts of paragraphs are filled with details of support for thesis and topic sentences. - Paragraphs flow into each other with connective concepts. Demonstrates 90 percent level.
Format	<ul style="list-style-type: none"> - Paper lacks many elements of correct formatting. [APA style] - Paragraphs are inadequate/excessive in length. - Too much. Demonstrates less than 60 percent. 	<ul style="list-style-type: none"> - Paper follows most guidelines. - Paper is over/ under word length. - Some padding of paragraphs. Demonstrates less than 70 percent. 	<ul style="list-style-type: none"> - Paper follows designated guidelines. - Paper is the appropriate length as described for the assignment. Demonstrates less than 80 percent. 	<ul style="list-style-type: none"> -Paper follows designated guidelines -Paper is appropriate in length -Succinct and scholarly presentation -websites are cited. Demonstrates 90 percent level.
Grammar, Punctuation, & Spelling	<ul style="list-style-type: none"> - Paper contains numerous grammatical, punctuation, and spelling errors. - Language uses jargon or conversational tone. Demonstrates less than 60 percent.	<ul style="list-style-type: none"> - Paper contains few grammatical, punctuation and spelling errors. - Language lacks clarity or includes the use of some jargon or conversational tone. Demonstrates less than 70 percent. 	<ul style="list-style-type: none"> - Rules of grammar, usage, and punctuation are followed; spelling is correct. - Language is clear; sentences display consistently varied structure. Demonstrates less than 80 percent.	<ul style="list-style-type: none"> - Correct grammatical construction -free of typos - compound/complex sentences -clear, correct technical vocabulary -Strong use of correct language structure. -Correct punctuation. Demonstrates 90 percent level.

Program Outcome #7

Use CPT and ICD – CM coding systems. (Medical and Medical Billing & Coding)

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 149	Medical Terminology & Coding Procedures	1	28	Sections: 0 Students: 0	Sections: 1 Students: 28	Sections: 0 Students: 0	FT: 0 PT: 0	Yes

Course being reported: IST 149 Medical Terminology & Coding Procedures

Online Sections	
ICD-9-CM: knowledge of section, locate code.	64%
CPT: knowledge of section locate code.	64%
Medical Terminology: knowledge of terminology.	83%

Program Outcome #7 Rubric

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.

Program Outcome #8

Complete health insurance claim forms. (Medical Billing & Coding Option)

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	7	Sections: 1 Students: 7	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 0 PT: 1	Yes
IST 275	Advanced Medical Billing & Coding	1	14	Sections: 1 Students: 14	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 0 PT: 1	Yes

Course being reported: IST 225 Medical Billing & Coding I

Face to Face Section	
ICD-9-CM: Knowledge of book sections, how to locate codes in correct categories of specific chapters.	89%
CPT: Knowledge of book sections, how to locate codes in correct categories of specific chapters.	96%
Health Insurance Claim Forms: Knowledge of completing health insurance claims.	(Did not assess in IST 225)
Medical Terminology: Knowledge of medical terminology.	96%

Course being reported: IST 275 Advanced Medical Billing and Coding

Face to Face Section

ICD-9-CM: Knowledge of book sections, how to locate codes in correct categories of specific chapters.	79%
CPT: Knowledge of book sections, how to locate codes in correct categories of specific chapters.	79%
Health Insurance Claim Forms: Knowledge of completing health insurance claims.	90%
Medical Terminology: Knowledge of medical terminology.	84%

Program Outcome #8 Rubric

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.

Program Outcome #9

Create programs that meet the needs of clients. (Microcomputer Options)

This class is no longer being offered in this program. Learning Outcomes are in the process of change. This outcome will no longer be in this Information Systems Technology program.

Summary of Results

This report is the program level student learning outcomes for the AAS in Information Systems Technology, legal, executive, medical, microcomputer, and medical billing and coding options. The data and information has been collected and analyzed from the Fall 2015 and Spring 2016 semesters. Artifacts collected came from the following courses: BUED 203 Business Communications; IST 100 Computer Applications; IST 149 Medical Billing and Coding; IST 225 Medical and Billing and Coding I; IST 269 Database Applications; IST 275 Advanced Billing and Coding; IST 258 Office Administration and Supervision; and IST 297 Internship Project. Data has been mapped to the Information Systems Technology (AAS) course mapping plans and further to the individual rubrics used within each course where information was collected.

This program is getting ready to go through a program review. We will be looking at this data and program outcomes, course outcomes, and chapter objectives to see what can be revised.

This program is also getting ready to go through a major curriculum change because of needs of the community.

Outcome 9 has been dropped due to curriculum changes in the IT Specialist Degree Program, Medical Billing & Coding Degree Program, and Office Administration Degree Program. Program Outcomes have been changed to reflect this.

Summary of Analysis

Students tend to achieve in the high 70 to 80 percent range on most outcomes. Focus on areas where scores were below 85 percent: more emphasis on writing skills and attention to detail.

In IST 100 the Face-to-Face sections have higher percentages than the online sections.

In the IST 269 course results were low. We feel the assignments were not adequate. We have updated to a new textbook. The rubric and student learning outcomes for this course will be changed to improve learning.

In IST 297 we found that the rubric does not match with the course student learning outcomes. We are in the process of changing the artifact and the rubric.

The BUED 203 Business Communication rubric will be changed to go along with the objectives for the course.

Are there any anomalies in the results that were noticed?

The IST 100 the Face-to-Face sections have higher percentages than the online sections. We feel that students are receiving the explanation and instructions in the face-to-face classes that they do not receive in the online sections. Review of the online course shows too much information for the students to read and not understand.

We discovered that there was a disconnect between what students were doing in the billing and coding classes and what some of the internship sites expected the students to be able to do in terms of knowing the billing codes, which shows in the low numbers of student

outcomes. The textbook for IST 225 Medical Billing and Coding I was updated and the artifact was changed.

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?

Program will be going through curriculum changes and program review.

Use of Results for Improvement

IST 100 is an entry level course. Students in many different degree programs enroll in this class. We will not be using IST 100 to assess student learning outcomes in the Office Administration Degree Program or the Medical Billing & Coding Degree Program because it does not assess the students completing these two programs. It assesses multiple degree programs.

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 revamped. Several course will be deleted because they do not meet the needs of students and employers hiring graduates. Several courses will be added to the program to meet the needs of students, employers, and new programs outcomes. The Program Student Learning Outcomes are being revised.

What is the proposed timeline for the changes outlined above?

These changes will be made to begin Fall 2016

Three Rivers College

THE COMMUNITY COLLEGE OF SOUTHEAST MISSOURI

IT Specialist AAS

Program Level SLO Report

Heather Carlton – Program Manager

June 2016

2015-16

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.

SPECIAL NOTE: In Fall 2015, the Network Administration degree program was renamed Information Technology (IT) Specialist and new curriculum was implemented. The curriculum was approved by College Curriculum in April 2015. The program learning objectives were revised, as well as all artifacts. Those changes are reflected in this document. All statistics in this document will become the baseline and will be used to evaluate the program's success.

IT Specialist Course Mapping

Course Student Learning Outcomes (Program Outcome Ties in Parenthesis)

MST 115 IT Essentials

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Define information technology (IT) and describe the components of a personal computer.	4
2	Describe how to protect self, equipment, and the environment from accidents, damage, and contamination.	1,4
3	Perform a step-by-step assembly of a desktop computer.	3,4
4	Explain the purpose of preventive maintenance and identify the elements of the troubleshooting process.	1,4
5	Install and navigate an operating system.	3,4
6	Configure computers to connect to an existing network.	4,5
7	Upgrade or replace components of a laptop based on customer needs.	4
8	Describe the features and characteristics of mobile devices.	4
9	Perform preventive maintenance and basic troubleshooting.	2,3
10	Explain the purpose of preventive maintenance and identify the elements of the troubleshooting process.	1,4
11	Assess customer needs, analyze possible configurations, and provide solutions or recommendations for hardware, operating systems, networking, and security.	1,2,4

MST 117 Linux Essentials

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Define and identify Linux as an operating system.	4
2	Describe considerations for choosing an operating system.	2,4
3	Describe the basics of open source software and licensing.	4
4	Demonstrate basic knowledge of working with Linux.	4
5	Demonstrate and use basic Linux command line skills.	4
6	Demonstrate and use help commands and navigate help systems when using Linux.	2,3
7	Demonstrate how to work with Linux files and directories.	4
8	Explain and show how to search and extract data from Linux files.	4
9	Express a basic understanding of the concept of scripting.	4
10	List components of desktop and server computers.	4
11	Describe where data is stored on a Linux system.	4
12	Demonstrate how to query vital network settings for a Linux computer on a Local Area Network.	4
13	List and describe types of users on a Linux system.	4

14	Create users and groups on a Linux system.	4
15	Manage Linux file permissions and ownership.	4
16	Define and identify special Linux directories and file.	4

MST 118 Introduction to Networking

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Describe the devices and services used to support communications in data networks and the Internet.	5
2	Describe the role of protocol layers in data networks.	5
3	Describe the importance of addressing and naming schemes at various layers of data networks in IPv4 and IPv6 environments.	5
4	Design, calculate, and apply subnet masks and addresses to fulfill given requirements in IPv4 and IPv6 network.	1,2,5
5	Build a simple Ethernet network using routers and switches.	2,3,5
6	Use command-line interface (CLI) commands to perform basic router and switch configurations.	5

MST 128 Networking: Routing and Switching

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Describe enhanced switching technologies such as VLANs, VLAN Trunking Protocol, Rapid Spanning Tree Protocol, and 802.1q.	5
2	Describe basic switching concepts and the operation of Cisco switches.	5
3	Configure and troubleshoot basic operations of a small switched network.	2,3,5
4	Configure and troubleshoot basic operations of routers in a small routed network.	2,3,5
5	Configure and troubleshoot VLANs and inter-VLAN routing.	2,3,6
6	Describe the operations of Dynamic Host Configuration Protocol and Domain Name System for IPv4 and IPv6.	5

MST 135 Customer Service and Support

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Recognize the importance of and demonstrate effective and professional verbal and written communication in a business/information technology environment.	1
2	Create professional documents and presentations relative to the information technology industry.	1
3	Describe troubleshooting theory and solve problems using the troubleshooting process.	1,2

4	Describe and demonstrate good customer service skills..	1,2,3
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MST 217 Network Security

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Define information security and explain why it is important.	1,2
2	Identify the areas of security vulnerability in a distributed computing environment.	1,2,3
3	Identify vulnerabilities and misconfigurations in major wireless network technologies.	1,2,3,4,5
4	Develop a Network Security Plan.	1,2,5

MST 218 Server Administration

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Administer the latest version of Windows Server.	4,5
2	Manage the latest version of Windows Server.	2,3,4,5
3	Install server roles.	2,3,5
4	Configure server roles.	2,3,5
5	Create Active Directory objects such as; organization units, users, computers, and groups.	2,3,5

MST 219 Advanced Server Administration

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Manage access to shared resources.	2,3,5
2	Design routing, remote access, and wireless access in Windows Server..	2,3,5
3	Manage security in Windows Server.	2,3,5
4	Monitor Windows Server using built-in and downloadable utilities.	2,3,5

MST 225 Scaling Networks

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Configure and troubleshoot DHCP and DNS operations for IPv4 and IPv6.	2,3,5
2	Describe the operations and benefits of the Spanning Tree Protocol (STP) .	2,3,5
3	Configure and troubleshoot STP operations.	2,3,5
4	Describe the operations and benefits of link aggregation and Cisco VLAN Trunk Protocol (VTP).	2,3,5

5	Configure and troubleshoot basic operations of routers in a complex routed network for IPv4 and IPv6.	2,3,5
6	Configure and troubleshoot advanced operations of routers and implement RIP, OSPF, and EIGRP routing protocols for IPv4 and IPv6.	2,3,5
7	Manage Cisco IOS® Software licensing and configuration files.	2,3,5

MST 226 Connecting Networks

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Describe the operations and benefits of virtual private networks (VPNs) and tunneling.	2,3,5
2	Describe different WAN technologies and their benefits.	2,3,5
3	Configure and troubleshoot serial connections.	2,3,5
4	Configure and troubleshoot broadband connections.	2,3,5
5	Configure and troubleshoot IPsec tunneling operations.	2,3,5
6	Monitor and troubleshoot network operations using syslog, SNMP, and NetFlow.	2,3,5
7	Design network architectures for borderless networks, data centers, and collaboration.	1,2,3,5

MST 227 IT Programming

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Demonstrate an understanding of the program development process and programming rules.	1,2,3
2	Apply knowledge of objects, events and properties as they apply to and influence program performance.	2,3,4
3	Create programs that meet the needs of the user.	1,2,3,4

MST 235 IT Practicum and Survey

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Configure Microsoft Windows Server and its various roles.	4,5
2	Design and plan a Microsoft Active Directory instance.	1,2,4,5
3	Install, configure, and manage Microsoft Windows Server infrastructure for Active Directory, file/print, DNS, Exchange, DHCP, Network Printing, and Remote Access.	4,5
4	Design, configure, and implement network switch installation using subnets and VLANs.	1,2,4,5
5	Design and implement network security measures on servers and switches.	1,2,4,5
6	Troubleshoot server operation and network connectivity issues using lab environments created in the classroom.	2,3

7	Configure and implement a Microsoft Hyper-V hypervisor and virtual machines for Windows Server using Command Line.	2,4,5
8	Define and implement a role-based security model and permissions in the classroom lab environment.	1,2,4,5
9	Develop and communicate an IT infrastructure plan including components, costs, and implementation steps required appropriate for a business management review.	1,2,3,4,5

MST 197 Coordinated Internship I

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Participate in a structured internship based in a workplace and receive real world, hands-on experience.	1,2,3,4,5
2	Part 1 of 2 internships.	

MST 297 Coordinated Internship II

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Participate in a structured internship based in a workplace and receive real world, hands-on experience.	1,2,3,4,5
2	Part 1 of 2 internships.	

Program Outcome #1

Demonstrate the ability to verbally and nonverbally communicate.

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	15	Sections: 1 Students: 21	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 0	Yes

Course being reported: MST 135 IT Customer Service and Support

Artifact: Create professional documents and presentations relative to the information technology industry.

Face to Face Sections	
Demonstrate effective and professional verbal and written communication in an information technology environment.	86% scored Competent and Mastery (percentage based on 13 out of 15 students participating in assignment scored 80% or higher)
Present professional documents relative to the information technology industry.	80% scored Competent and Mastery (percentage based on 12 out of 15 students participating in assignment scored 80% or higher)

Criteria	No Evidence	Novice	Competent	Mastery	Total Students
	0%	60%	80%	100%	
CLO 1: Recognize the importance of and demonstrate effective and professional verbal and written communication in a business/information technology environment. (PLO 1)	6	2	6	7	21
CLO 2: Create professional documents and presentations relative to the information technology industry. (PLO 1)	6	3	4	8	21

MST 135 IT Customer Service & Support – For the face-to-face class only 15 out of 21 students completed this assignment. The assignment used for this SLO was the final project which was a mock interview. The assignment sheet and rubric are attached at the end of this document. The purpose of this assignment is for students to create professional documents and presentations relative to the information technology industry. The following information is based on the assessment rubric for the assignment. This course is taught in the second semester in the first year of the program. (Spring Semester/Year One)

NOTE: This course was taught for the first time in spring 2016. This course was create, a the request of the advisory committee, to teach soft skills to students such a communication, teamwork, punctuality, dressing appropriately, etc.

Program Outcome #1

Demonstrate the ability to verbally and nonverbally communicate.

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 235	IT Practicum & Survey	1	7	Sections: 1 Students: 7	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 0 PT: 1	Yes

Course being reported: MST 235 IT Practicum and Survey

Artifact: Develop and communicate an IT infrastructure plan including components, costs, and implementation steps required appropriate for a business management review.

Face to Face Sections	
Develop and communicate an IT infrastructure plan including components, costs, and implementation steps required appropriate for a business management review.	100% scored Competent (percentage based on 7 out of 7 students participating in assignment scored 80% or higher)

MST 235 IT Practicum and Survey – For the face-to-face class all 7 students completed this assignment. This course was comprised of five projects. Projects 1, 2, 3, and 4 addressed this particular program learning outcome. The purpose of these assignments are for students to develop and communicate an IT infrastructure plan including components, costs, and implementation steps required appropriate for a business management review. The following information is based on the assessment rubric for the assignment. This course is taught in the last semester of the last year of the program. (Spring Semester/Year Two)

MST 235 was taught for the second time in Spring 2016 with a first time adjunct instructor. This course does not have a textbook. The instructor created all five projects to align with course learning objectives which also aligned with advisory committee recommendations. There were no grading used; however, students were assessed and were considered passing the assignment if they completed all tasks. Project assignment sheets for Projects

1, 2, 3, and 4 are attached at the end of this report. Project 1 began with a simple design for computerizing a single department. The assignments became more complex and ended with a team of students computerizing an entire company. In some cases, students were required to present as if the audience was an executive, and in other cases as if the audience was an IT-savvy employee. On earlier projects, the instructor would ask questions about the presentation (acting like the CEO), and on later projects other students could also question the presenter.

Program Outcome #1 Rubric

MST 135 Mock Interview Rubric

	No Evidence	Novice	Competent	Mastery	Points
Resume/Cover Letter					
Resume and Cover Letter were printed on resume quality paper	Documents were not printed or distributed. (3 points)	Documents were printed on standard paper and were not distributed in a folder. (6 points)	Documents were printed on standard paper and distributed in a standard folder. (9 points)	Documents were printed on high-quality paper and distributed in a professional folder. (12 points)	
Spelling, grammar, punctuation, sentence structure	Due to the number of errors the documents are incoherent. (4 points)	Documents consistently demonstrate errors that impede readability and understanding. (7 points)	Although a small errors are present, the writing is clear enough to read and understand. (10 points)	A level of technical precision that adds to the effectiveness of the writing, and demonstrates no major errors and few minor errors. (13 points)	
Arrival, Appearance, & Poise					
First Impressions	Did not participate. (0 points)	Shows up late for the interview, does not shake hands, and/or chews gum; does not bring a copy of the resume or references (6 points)	Shows up on time for the interview with a copy of the resume in hand (8 points)	Shows up early for the interview with a copy of the resume in hand (10 points)	
Dressed in appropriate attire and maintained proper hygiene.	Did not participate. (0 points)	Dressed way below what is expected for someone in that position or "overdoes it" (too much makeup, jewelry, cologne, sandals, tennis shoes, t-shirts, shorts, short skirts, etc.)	Dressed similar to what employees in that position would wear or in business casual clothes. (No sandals, tennis shoes, t-shirts, shorts, short skirts, etc.) (8 points)	Dressed in appropriate business attire. (Business suit, tie, button-down shirt, dress shoes, business dress, low dark heels, etc.) (10 points)	

		(6 points)			
Greeted interviewer with firm handshake.	Did not participate. (0 points)	Weak greeting and/or weak handshake (3 points)	Firm greeting and/or weak handshake or weak greeting and/or firm handshake (4 points)	Firm greeting and firm handshake (5 points)	
Skill Presentation					
Preparation	Did not participate. (0 points)	Knows nothing about the company or seems to make up information as he/she goes along (4 points)	Knows some general information about the company and/or its purpose (6 points)	Has researched the company and the position thoroughly and is apparent by answers given in response to questions (8 points)	
Was knowledgeable about the company.	Did not participate. (0 points)	Knew very little or nothing (4 points)	Knew some basics (6 points)	Demonstrated research. (8 points)	
Personal Attributes	Did not participate. (0 points)	Overbearing, overaggressive, egotistical; or shy, reserved, and overly nervous. (3 points)	Somewhat nervous, some lapses in eye contact; speaks too loudly or softly (4 points)	Good eye contact and poise during interview; confident (5 points)	
Did not fidget, had appropriate posture, and maintained eye contact.	Did not participate. (0 points)	Inability to sit properly and maintain professional posture. (4 points)	Demonstrated minimal discomfort (6 points)	Poised professionally. (8 points)	
General Attitude	Did not participate. (0 points)	Lack of interest and enthusiasm about the position; passive and indifferent; or overly enthusiastic. (4 points)	Seems interested in the position but could be better prepared or informed on certain topics (6 points)	Interested in the position and enthusiastic about the interview (8 points)	
Responses	Did not Participate. (0 points)	Answers with "yes" or "no" and fails to elaborate or explain; talks negatively about past employers. (4 points)	Gives well-constructed responses, but sounds rehearsed or unsure (6 points)	Gives well-constructed, confident responses that are genuine (8 points)	
Demonstrated skills and qualifications in their answers.	Did not participate. (0 points)	Answered questions briefly, did not give examples or specific details. (4 points)	Moderately demonstrated their skills and qualifications.	Answered questions in full with relevant responses. (8 points)	

			(6 points)		
Aligned answers with the needs of the company and the position.	Did not participate. (0 points)	No connection between answers and the needs of the position. (4 points)	Provided few examples of background that align with the needs of the position. (6 points)	Demonstrated knowledge of needs and gave examples that aligned. (8 points)	
Answered questions in full and in a timely manner.	Did not participate. (0 points)	Did not have a sufficient answers. (3 points)	Needed a brief amount of time to answer the questions. (4 points)	Demonstrated preparedness by having examples ready. (5 points)	
Did not talk negatively and/or counteracted doubt with positive information.	Did not participate. (0 points)	Made negative remarks or had doubt that was unaddressed. (3 points)	Provided an optimistic response to any negative remarks. (4 points)	Demonstrated absolute professionalism. (5 points)	
Limited the use of filler words such as "um" or "like".	Did not participate. (0 points)	Used filler words several times. (3 points)	Occasionally used a filler. (4 points)	Straightforward answers. (5 points)	
Avoided sharing personal or unnecessary information.	Did not participate. (0 points)	Did not demonstrate relevance of answers to the position. (4 points)	Shared personal and/or irrelevant information briefly. (6 points)	Connected all information to the job; demonstrated relevance. (8 points)	
Asked appropriate questions.	Did not participate. (0 points)	Did not ask questions or asked inappropriate questions, such as wages or benefits. (4 points)	Asked basic questions about the position or the company. (6 points)	Evidence is shown that the applicant had researched the business or industry. (8 points)	
Thanked interview for their time and shook their hand.	Did not participate. (0 points)	Did not demonstrate their appreciation for the opportunity; weak or no handshake, weak or no smile. (4 points)	Provided a basic thank you and/or a smile. (6 points)	Demonstrated their appreciation for the opportunity, smiled, and gave a handshake. (8 points)	
Post-Interview Survey					
Complete post-interview survey	Attempted to completed survey but left 5 questions or more blank. (5 points)	Completed survey but left 4 questions or less blank. (15 points)	Completed survey but left 2 questions or less blank. (20 points)	Completed the survey entirety. (25 points)	

Program Outcome #2

Apply skills learned to troubleshoot computer and network issues.

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	1	8	Sections : 1 Students : 8	Sections: 0 Students: 0	Sections : 0 Students : 0	FT: 1 PT: 0	Yes

Course being reported: MST 115 IT Essentials

Artifact: Perform a step-by-step assembly of a desktop computer and install operating system.

Face to Face Sections	
CLO 3: Perform a step-by-step assembly of a desktop computer. (PLO4)*	80% scored Competent and Mastery (percentage based on 10 out of 10 students participating in assignment scored 80% or higher)
CLO 5: Install and navigate an operating system. (PLO4)*	85% scored Competent and Mastery (percentage based on 6 out of 7 students participating in assignment scored 80% or higher)

**Three students dropped out of the class mid-semester and did not complete the OS assignment.

Criteria	No Evidence	Novice	Competent	Mastery	Total Students
	0%	60%	80%	100%	
CLO 3: Perform a step-by-step assembly of a desktop computer. (PLO4)		2	4	4	10
CLO 5: Install and navigate an operating system. (PLO4)	3	1	2	4	10

MST 115 IT Essentials – For the face-to-face class only 7 out of 10 students completed both assignments. The assignment used for this SLO was a computer assembly project and operating system installation project. The assignment sheet and rubric are attached at the end of this document. The purpose of this assignment is for students to perform a step-by-

step assembly of a desktop computer and install a current operating system. The following information is based on the assessment rubric for the assignment. This course is taught the first semester of the first year of the program. (Fall Semester/Year One)

Note: The IT Specialist program adopted Cisco curriculum in six core courses. Cisco is the industry leader in networking equipment and knowledge – curriculum is updated on a regular basis that keeps pace with an every changing industry. Cisco also offers nationally-recognized industry certifications. Additionally, instructors must complete a Cisco instructor training course in order to receive and teach the curriculum. This course utilizes learning objectives and curriculum created by Cisco.

Program Outcome #2

Apply skills learned to troubleshoot computer and network issues.

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	n/a	n/a	Sections : 0 Students : 0	Sections: 0 Students: 0	Sections : 0 Students : 0	FT: 1 PT: 0	Yes

Course being reported: MST 118 Introduction to Networking

Artifact: Build a simple Ethernet network using routers and switches.

MST 118 Introduction to Networking – This was an online course and there was supposed to be online simulation activity to assess this artifact; however, the online simulation access code was not sold to students with textbook so the activity did not occur. Therefore this particular activity was not assessed. This course is taught the first semester of the first year of the program. (Fall Semester/Year One)

Note: The IT Specialist program adopted Cisco curriculum in six core courses. Cisco is the industry leader in networking equipment and knowledge – curriculum is updated on a regular basis that keeps pace with an every changing industry. Cisco also offers nationally-recognized industry certifications. Additionally, instructors must complete a Cisco instructor training course in order to receive and teach the curriculum. This course utilizes learning objectives and curriculum created by Cisco.

For this particular course in Fall 2015, this course was taught using the old curriculum because instructor was going through Cisco training to teach the course. In Fall 2016, the course will be taught using the Cisco curriculum and online simulations.

Program Outcome #2

Apply skills learned to troubleshoot computer and network issues.

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 235	IT Practicum & Survey	1	7	Sections : 1 Students : 7	Sections: 0 Students: 0	Sections : 0 Students : 0	FT: 0 PT: 1	Yes

Course being reported: MST 235 IT Practicum & Survey

Artifact: Troubleshoot server operation and network connectivity issues using lab environments created in the classroom.

Face to Face Sections	
CLO 1: Configure Microsoft Windows Server and its various roles. (PLO 4)	100% scored Competent (percentage based on 7 out of 7 students participating in assignment scored 80% or higher)
CLO 3: Install, configure, and manage Microsoft Windows Server infrastructure for Active Directory, file/print, DNS, Exchange, DHCP, Network Printing, and Remote Access. (PLO 4)	100% scored Competent (percentage based on 7 out of 7 students participating in assignment scored 80% or higher)
CLO 4: Design, configure, and implement network switch installation using subnets and VLANs. (PLO 4)	100% scored Competent (percentage based on 7 out of 7 students participating in assignment scored 80% or higher)
CLO 5: Design and implement network security measures on servers and switches. (PLO 4)	100% scored Competent (percentage based on 7 out of 7 students participating in assignment scored 80% or higher)
CLO 6: Troubleshoot server operation and network connectivity issues using lab environments created in the classroom. (PLO 2, 4)	100% scored Competent (percentage based on 7 out of 7 students participating in assignment scored 80% or higher)
CLO 7: Configure and implement a Microsoft Hyper-V hypervisor and virtual machines for Windows Server using Command Line. (PLO 4)	100% scored Competent (percentage based on 7 out of 7 students participating in assignment scored 80% or higher)

MST 235 IT Practicum and Survey – For the face-to-face class all 7 students completed this assignment. Project 5 addressed the majority of this program learning outcome – some components directly and others indirectly. Project 5 indirectly addressed PLO2 in the fact

that students had to solve their own network and server issues. Such issues are pretty much inevitable when students are setting up things like this. If something did not work, they had to figure out why and correct the issue. The assignment sheet is attached at the end of this document.

MST 235 was taught for the second time in Spring 2016 with a first time adjunct instructor. This course does not have a textbook. The instructor created all five projects to align with course learning objectives which also aligned with advisory committee recommendations. There were no grading used; however, students were assessed and were considered passing the assignment if they completed all tasks. The following information is based on the assessment rubric for the assignment. This course is taught in the last semester of the last year of the program. (Spring Semester/Year Two)

In Project 5, students worked in teams and were required to implement a design they had created in Project 4, including up to three servers and one workstation, using Hyper-V technology. These virtual machines had to be networked together and interoperable, acting as an Active Directory domain. The students were given an IP address space to use, but they had to create the virtual machines, set up the virtual network, do the OS installs, configure any server roles and features necessary, and set up user accounts. They then had to demonstrate their system. This assignment directly addressed PLO4.

Program Outcome #3

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

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	1	8	Sections : 1 Students : 8	Sections: 0 Students: 0	Sections : 0 Students : 0	FT: 1 PT: 0	Yes

Course being reported: MST 115 IT Essentials

Artifact: Perform a step-by-step assembly of a desktop computer and install operating system.

Face to Face Sections	
CLO 3: Perform a step-by-step assembly of a desktop computer. (PLO4)*	80% scored Competent and Mastery (percentage based on 10 out of 10 students participating in assignment scored 80% or higher)
CLO 5: Install and navigate an operating system. (PLO4)*	85% scored Competent and Mastery (percentage based on 6 out of 7 students participating in assignment scored 80% or higher)

*Three students dropped out of the class mid-semester and did not complete the OS assignment.

MST 115 IT Essentials – For the face-to-face class only 7 out of 10 students completed both assignments. The assignment used for this SLO was a computer assembly project and operating system installation project. The assignment sheet and rubric are attached at the end of this document. The purpose of this assignment is for students to perform a step-by-step assembly of a desktop computer and install a current operating system. The following information is based on the assessment rubric for the assignment. This course is taught the first semester of the first year of the program. (Fall Semester/Year One).

Note: The IT Specialist program adopted Cisco curriculum in six core courses. Cisco is the industry leader in networking equipment and knowledge – curriculum is updated on a regular basis that keeps pace with an every changing industry. Cisco also offers nationally-recognized industry certifications. Additionally, instructors must complete a Cisco instructor training course in order to receive and teach the curriculum. This course utilizes learning objectives and curriculum created by Cisco.

Program Outcome #4

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

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	n/a	n/a	Sections : 0 Students : 0	Sections: 0 Students: 0	Sections : 0 Students : 0	FT: 1 PT: 0	Yes

Course being reported: MST 118 Introduction to Networking

Artifact: Build a simple Ethernet network using routers and switches.

MST 118 Introduction to Networking – This was an online course and there was supposed to be online simulation activity to assess this artifact; however, the online simulation access code was not sold to students with textbook so the activity did not occur. So this particular activity was not assessed. This course is taught the first semester of the first year of the program. (Fall Semester/Year One)

Note: The IT Specialist program adopted Cisco curriculum in six core courses. Cisco is the industry leader in networking equipment and knowledge – curriculum is updated on a regular basis that keeps pace with an every changing industry. Cisco also offers nationally-recognized industry certifications. Additionally, instructors must complete a Cisco instructor training course in order to receive and teach the curriculum. This course utilizes learning objectives and curriculum created by Cisco.

For this particular course in Fall 2015, this course was taught using the old curriculum because instructor was going through Cisco training to teach the course. In Fall 2016, the course will be taught using the Cisco curriculum and online simulations.

Program Outcome #4

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

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 225	Scaling Networks	n/a	n/a	Sections : 0 Students : 0	Sections: 0 Students: 0	Sections : 0 Students : 0	FT: 0 PT: 1	Yes

Course being reported: MST 225 Scaling Networks

Artifact: Configure and troubleshoot basic operations of routers in a complex routed network for IPv4 and IPv6.

Face to Face Sections	
CLO 5: Configure and troubleshoot basic operations of routers in a complex routed network for IPv4 and IPv6. (PLO 2, 4)	n/a

MST 225 Scaling Networks – This is a face-to-face course but it was not taught in Fall 2015. The first time we will offer the course is Fall 2016. There is no data to report on this artifact. This course is taught the first semester of the first year of the program. (Fall Semester/Year One)

Note: The IT Specialist program adopted Cisco curriculum in six core courses. Cisco is the industry leader in networking equipment and knowledge – curriculum is updated on a regular basis that keeps pace with an every changing industry. Cisco also offers nationally-recognized industry certifications. Additionally, instructors must complete a Cisco instructor training course in order to receive and teach the curriculum. This course utilizes learning objectives and curriculum created by Cisco.

Program Outcome #4

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

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 235	IT Practicum & Survey	1	7	Sections : 1 Students : 7	Sections: 0 Students: 0	Sections : 0 Students : 0	FT: 0 PT: 1	Yes

Course being reported: MST 235 IT Practicum and Survey

Artifact: Troubleshoot server operation and network connectivity issues using lab environments created in the classroom.

Face to Face Sections	
CLO 1: Configure Microsoft Windows Server and its various roles. (PLO 4)	100% scored Competent (percentage based on 7 out of 7 students participating in assignment scored 80% or higher)
CLO 3: Install, configure, and manage Microsoft Windows Server infrastructure for Active Directory, file/print, DNS, Exchange, DHCP, Network Printing, and Remote Access. (PLO 4)	100% scored Competent (percentage based on 7 out of 7 students participating in assignment scored 80% or higher)
CLO 4: Design, configure, and implement network switch installation using subnets and VLANs. (PLO 4)	100% scored Competent (percentage based on 7 out of 7 students participating in assignment scored 80% or higher)
CLO 5: Design and implement network security measures on servers and switches. (PLO 4)	100% scored Competent (percentage based on 7 out of 7 students participating in assignment scored 80% or higher)
CLO 6: Troubleshoot server operation and network connectivity issues using lab environments created in the classroom. (PLO 2, 4)	100% scored Competent (percentage based on 7 out of 7 students participating in assignment scored 80% or higher)
CLO 7: Configure and implement a Microsoft Hyper-V hypervisor and virtual machines for Windows Server using Command Line. (PLO 4)	100% scored Competent (percentage based on 7 out of 7 students participating in assignment scored 80% or higher)

MST 235 was taught for the second time in Spring 2016 with a first time adjunct instructor. This course does not have a textbook. The instructor created all five projects to align with course learning objectives which also aligned with advisory committee recommendations. There were no grading used; however, students were assessed and were considered passing the assignment if they completed all tasks. The following information is based on the assessment rubric for the assignment. This course is taught in the last semester of the last year of the program. (Spring Semester/Year Two)

In Project 5, students worked in teams and were required to implement a design they had created in Project 4, including up to three servers and one workstation, using Hyper-V technology. These virtual machines had to be networked together and interoperable, acting as an Active Directory domain. The students were given an IP address space to use, but they had to create the virtual machines, set up the virtual network, do the OS installs, configure any server roles and features necessary, and set up user accounts. They then had to demonstrate their system. This assignment directly addressed PLO4.

Summary of Results

This report is the program level student learning outcomes for Information Technology (IT) Specialist AAS and one-year certificate programs. The data and information has been collected and analyzed from the Fall 2015 and Spring 2016 semesters. Artifacts collected came from the following courses: MST 115 IT Essentials, MST 118 Introduction to Networking, MST 135 IT Customer Service and Support, MST 225 Scaling Networks and MST 235 IT Practicum and Survey.

In Fall 2015, Three Rivers implemented program changes to Network Administration. It is now called Information Technology (IT) Specialist. Here is the core course offering for the two-year degree:

Year One/Semester One	Year One/Semester Two	Year One/Semester Three	Year Two/Semester One	Year Two/Semester Two
MST 115 IT Essentials – A+ Certification* (Assessing PLO2, PLO3)	MST 128 Networking: Routing & Switching – Cisco CCENT Certification	MST 197 Internship Project I	MST 117 Linux Essentials – Linux+ Certification	MST 219 Advanced Server Administration
MST 118 Introduction to Networking* (Assessing PLO2, PLO4)	MST 135 IT Customer Service & Support* (Assessing PLO 1)		MST 218 Server Administration	MST 226 Connecting Networks – Cisco CCNA Certification
	MST 217 Network Security		MST 225 Scaling Networks* (Assessing PLO4)	MST 235 IT Practicum & Survey* (Assessing PLO1, PLO2, PLO4)
			MST 227 IT Programming	MST 297 Internship Project II
*Assessment Courses				

In the AAS program, students will be assessed at the beginning, in the middle, and at the end of the program. The focus of the program as a whole is computer networking, so PLO4 will be assessed more frequently than the other program learning objectives. However, elements

of each program learning outcome are embedded in core courses but they are not formally assessed for programmatic data.

It is worth noting again, Fall 2015 marks the beginning of an entirely redesigned networking program so this report does not contain a lot of data. The program redesign was a collaborative effort between the college and the advisory committee, which consisted of area IT professionals. The program is a better representation of current industry trends and skills student must have in order to be successful in the IT industry.

Further in this section, there is detailed assessment information by course. Hopefully the course detail will give greater insight to program improvements made as a result of advisory involvement.

Revision: The program coordinator will work with the Office of Institutional Effectiveness to create program rubrics based on changes proposed by the Student Learning Improvement Committee (SLIC).

Here is the core course offering for the one-year certificate:

Year One/Semester One	Year One/Semester Two
MST 115 IT Essentials – A+ Certification	MST 128 Networking: Routing & Switching – Cisco CCENT Certification
MST 115 IT Essentials – A+ Certification* (Assessing PLO2, PLO3)	MST 135 IT Customer Service & Support* (Assessing PLO 1)
MST 118 Introduction to Networking* (Assessing PLO2, PLO4)	MST 217 Network Security
MST 227 IT Programming	MST 197 Internship Project I
*Assessment Courses	

In the 1-Year Certificate, students will be assessed along with AAS students in MST 115, MST 118, and MST 135. This particular program was designed to give students basic experience in computer networking and as a gateway into the two-year program.

MST 115 IT Essentials

MST 115 was taught for the first time in Fall 2015 using the newly adopted Cisco curriculum. Time management was an issue in the classroom due to lab assignments and equipment

issues. Cisco curriculum was updated to industry standards and rigorous learning material. The updated curriculum has caused retrenchment in course and program enrollment. For the artifacts used in this assessment, in the first assignment (computer assembly) 10 out of 10 students completed the assignment. By the time we got to the next assignment (installing an operating system), three students had dropped the course. This left only 7 students in the class and all 7 completed the assignment. The drop rate for this course is 30%, which at first glance seems high; but this was anticipated.

The drop-out rate for this course and MST 118 will be closely monitored to establish a drop-out baseline and ensure the rate does not increase. Before program changes, we were graduating students that were not prepared for work in the IT field; but with the new curriculum, we are confident students are prepared.

MST 118 Introduction to Networking

MST 118 was taught in Fall 2015 using the old curriculum. The instructor was participating in Cisco instructor training at the time, so Cisco curriculum could be implemented in Fall 2016. This has been taught as an online course with the use of computer simulations. However, the textbook for Fall 2015 course did not come with the online simulation access code. Therefore, students could not complete the simulation that had previously been used for assessment. The instructor assigned a written assignment but students did not participate in the completion of this assignment; therefore the results are not being used. Only 10 out of 21 students completed the assignment, so for this reason and because of old curriculum, the instructor did not use the information for this report. In Fall 2016, the new Cisco curriculum will be used to set the baseline for data collection for this particular artifact.

MST 135 IT Customer Service and Support

MST 135 was taught for the first time in Spring 2016. The class was the largest IT class so far in the program at 21 total students. This class was created as a direct result of advisory committee feedback. Through the Tech Scan process, advisory members stressed the importance of soft skills: customer service, hygiene, work ethics, interview skills, etc. This class contains learning modules include:

- IT Professional Guest Speakers
- Team Building/How to Work as a Team in an IT Department
- Customer Service
- How to Write Technical Reports
- How to Give a Professional Presentation
- How to Create a Network Schematics
- Dressing for Success
- How to Write a Resume
- Job Interviewing Tips
- Mock Job Interviews

The mock interview learning module was used as the artifact for this course. We had IT professionals from the college's taxing district to conduct mock interviews with students. We had interviewed up in three formats: 1) only one interviewer, 2) two interviewers, and 3) a panel interview of four people or more. The interviewers had the following backgrounds: education, medical, manufacturing and/or banking. Interviewers had a set of questions to ask students including questions and an assessment rubric. After the interview was over, interviewers assessed students and their assessment was used in determining their final grade for the project. Leading up to the interview, students participated in class discussions regarding dressing for an interview, resume/cover letter writing, and interview tips. Overall, the experience was a success. The IT professionals enjoyed being a part of the event and expressed interest to return for the next course. There were 21 students in this course and 6 did not participate in the assignment – this was 28% of the class population. Of this population, four students dropped the course/program and two students were low performers in the course and received a failing grade for the course.

MST 225 Scaling Networks

MST 225 will be for the first time Fall 2016. This is a Cisco-based curriculum and will be the third networking course in this IT program. It will be taught face-to-face. There is no other information to report at this time.

MST 235 IT Practicum and Survey

MST 235 was taught for the second time in Spring 2016 but with a new adjunct instructor. This course was also created as a direct result of advisory committee feedback. In the IT program, students must complete two internships. In the old program, students complete one 240-clock hour internship but the new program requires two 120-clock hour internships. The first internship is completed after the first year of classes and the second in the final semester. If a student interns at a banking IT department for one internship, he/she must intern in another industry to fulfill the second internship. This allows students to see the similarities and differences from IT department across industries. As the advisory committee confirmed, in the internships students were not getting full access to company networks due to security concerns; therefore the practicum course was designed to fill the gap.

This course is a comprehensive course and serves as a capstone for the entire program. Students are given various projects such as designing a network then taking that design and implementing it. If there are flaws in the designs, student must troubleshoot until they have the network in proper working order. The students were generally prepared for the course; however, the instructor would have to review concepts such as in networking – CSMA/CD, IP addressing, DNS, and DHCP.

The curriculum for Spring 2017 will need to be adjusted to include more clear and specific instructions with more rigorous requirements and bit more challenging. The overall plan of the course is solid. The students need the more project-oriented format to have the flexibility to bring their own approaches to the course, as they would in the field. The instructor may add another project because the class had more time than needed for the 5 projects. Grading and assessment rubrics need to be created.

For Project 5 grading rubrics, items that might be included are:

Servers created and OS installed correctly (with various points for varying levels of success)

- Networking scheme implemented according to plan
- Required roles and features installed and implemented
- Product demonstrated in a professional manner

The instructor would also like to collaborate with the networking instructor to incorporate a project dealing with Packet Tracer, which is network simulation software. Using Packet Tracer would be less time consuming and would not require the purchase of more equipment – but still get the same experience as hands-on.

For Projects 1, 2, 3 and 4 the grading rubric might include:

- Design meets the requirements listed in the assignment
- Written design documents clearly communicate the design
- Implementation steps are clearly outlined
- The class presentation uses visual aids to convey design details
- Presentation is appropriate to the audience

Summary of Analysis

Early in the program (MST 115 and MST 118) students are performing at a competent level and students falling below this level seem to be dropping the program. The anticipation was that these two courses would help “weed out” weaker academic or less disciplined students. As students move through the program, their skill sets increase and are still performing at a competent or mastery level. Later in the program, students seem to be serious about completing their degrees and obtaining employment, so they are more focused on learning and disciplined in class attendance and assignment completion.

Instructors are focusing on curriculum and course delivery through FY17 and FY18. As curriculum is refined, course delivery and students performance should also improve. In FY18, students will begin to participate in certification exam boot camps to prepare them for the industry certification exams. The results of these exams will be used to further assess student learning and program success.

Additional Summary Notes

Anomalies in the results that were noticed:

The dropout rate in MST 115 and MST 118 could be classified as anomalies, but they were expected. These are the first two core courses required for students to complete in their first semester in the program. Due to curriculum and activities, dropouts were expected.

We also anticipated there to be a disparity between the old and new curriculum; hence instructors having to review content. We anticipate this to subside as students will now complete four networking courses instead of one. The capstone course (MST 235) is also expected to evolve into a more complex, more challenging course as students skill levels increase.

Were changes needed to improve student learning?

Faculty is always evaluating and changing their courses according to student learning and performance. Gathering this data for this report will help to establish patterns, but this report cycle we are merely setting baselines. Since the program was relaunched in Fall 2015, it is too early to determine these patterns; however by Fall 2017, we should begin to see a pattern forming which help faculty data-informed decision along with student feedback regarding course delivery and curriculum changes.

The artifact used for assessment in MST 135 did not represent the actual course title. At first, I considered changing the course name but for the time being the course name and learning objectives will remain the same. The artifact will be adjusted to better represent the course. The mock interview artifact will be moved into MST 297 Internship II. This is not an assessment course for the program, but the entire “employment readiness” learning module would fit better. MST 297 is offered in the last semester before graduation and job placement, so the learning module would prepare students for entry into the workforce. A new artifact will be created in Spring 2017 to replace the mock interview. More details will be shared in the 2016-2017 report.

Patterns in the data observed:

The data collected in 2015-2016 will be used to establish a baseline for future data. At that point, there should be clear patterns which will guide future program improvements.

Use of Results for Improvement

The program is taught by one full-time and two part-time faculty members. Faculty share an open dialog about core courses in the program on an informal, regular basis. Discussions include what information/course material needs to be emphasized for sequential courses. For example, MST 118 Introduction to Networking is a pre-requisite for MST 128 Networking: Routing and Switching. The MST 128 instructor informed the MST 118 instructor that more focus needs to be placed on subnetting so students can subnet in the next course. Therefore, the MST 118 has created a new learning module specifically dealing with more detailed information and exercises on IP addressing and subnetting. These changes will be implemented in Fall 2016. Faculty will also collaborate on strengthening the curriculum for MST 135 and MST 235 and those changes will be implemented in Spring 2017.

For the next reporting cycle (FY17) the following improvements are planned: 1) create grading and assessment rubrics for all artifacts required for program evaluation, 2) refine classroom/time management on curriculum delivery; 3) continue to refine curriculum to maximize student learning; and 4) continue open communication between faculty. The expectation is for all of these elements to increase student learning, strengthen curriculum, and engage students – all of which should reflect higher program assessment scores.

Changes are implemented immediately in a course, if possible. When this is not possible, changes are implemented the next time the course is taught. The problem is the courses in this program are sequential and most are taught once a year – which slows down our implementation and evaluation process. It may be two years before we ever get good feedback on a curriculum and/or program change.

Three Rivers College

THE COMMUNITY COLLEGE OF SOUTHEAST MISSOURI

Medical Laboratory Technology AAS

Program Level SLO Report

Dionne Thompson – Program Manager

2015-16

Program Purpose Statement

Career and Technical Education. The MLT Program at Three Rivers College was developed to meet the increasing demand in the area for highly competent Medical Laboratory Technicians. The purpose of this associate degree program is to prepare selected individuals to achieve an Associate of Applied Science degree, to be eligible to apply for national certification in Medical Laboratory Technology, and demonstrate professional behaviors and technical skills required in today's health care laboratories.

Program Outcomes

1. Demonstrate knowledge of laboratory professional practice by providing safe, efficient, and accurate laboratory test results while maintaining patient confidentiality.
2. Utilize established laboratory procedures taking into consideration the application of scientific principles, technical skills for operation and maintenance of laboratory equipment, and relationship of laboratory findings to disease states to ensure appropriate patient diagnosis and treatment.
3. Employs professional conduct and communication skills with patients, families, laboratory personnel, healthcare team, members, and the community as a medical laboratory technician.
4. Participate in professional development activities valuing the importance of continuous learning in laboratory medicine.
5. Comply with Federal, OSHA, and laboratory safety procedures for the well-being of the patient, healthcare team, self, and community.

Medical Laboratory Technology Course Mapping

Course Student Learning Outcomes (Program Outcome Ties in Parenthesis)

MDLB 115 Introduction to Laboratory Sciences

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Demonstrate math skills to ensure safety and quality control.	2
2	Describe the elements of professional and ethical behavior related to the role of the Medical Laboratory Technician.	3
3	Summarize the professional processes of certification and accreditation.	1
4	Demonstrate safety measures necessary for clinical laboratory and phlebotomy skills.	5

MDLB 118 Hematology and Coagulation

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Analyze cellular structures found in blood in normal and disease states.	2
2	Perform manual and automated testing procedures in both hematology and coagulation.	2
3	Differentiate normal and abnormal values within parameters of normal hematology and coagulation.	1
4	Demonstrate safety and organization skills necessary for functioning in a clinical laboratory.	5
5	Monitor quality control in all laboratory procedures.	2

MDLB 128 Clinical Microbiology

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Differentiate the microorganisms, parasites, and medically important fungi frequently encountered in the clinical laboratory.	2
2	Select appropriate media for microorganism identification and sensitivity studies.	2
3	Demonstrate safety and organization skills necessary for functioning in a clinical laboratory.	5
4	Monitor quality control in all laboratory procedures.	2

MDLB 138 Immunohematology

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Analyze the blood group antigens and antibodies on the red blood cells.	2
2	Perform compatibility testing.	1
3	Evaluate adverse effects of blood transfusion therapy.	2
4	Demonstrate safety and organization skills necessary for functioning in a clinical laboratory.	5
5	Monitor quality control in all laboratory procedures.	2

MDLB 248 Clinical Chemistry

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Analyze the chemical constituents in the human body associated with health and disease.	2
2	Relate the chemical components to the diagnosis of disease and effectiveness of treatment.	1
3	Demonstrate safety and organization skills necessary for functioning in a clinical laboratory.	5
4	Monitor quality control in all laboratory procedures.	2
5	Demonstrate the ability to determine diagnosis and treatment of patient illness or disease.	4

MDLB 228 Immunology

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Explain the immune process of the human body.	1
2	Correlate laboratory testing in immunologically mediated diseases in lecture and laboratory.	2
3	Demonstrate safety and organizational skills necessary for functioning in a clinical laboratory.	5
4	Monitor quality control in all laboratory procedures.	2

MDLB 245 Laboratory Sciences Seminar

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Demonstrate competency in all ASCP Board of Certification content areas for Medical Laboratory Technicians.	1
2	Discuss the basic functions, preventative maintenance, and troubleshooting techniques of chemistry analyzers available in the clinical laboratory.	2
3	Examine a variety of advanced chemistry instrumentation technologies suitable for entry level technicians.	2
4	Demonstrate safety and organization skills necessary for functioning in a clinical laboratory.	5
5	Demonstrate the ability to determine diagnosis and treatment of patient illness or disease.	4

MDLB 296 Hematology and Coagulation Practicum

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Perform manual and automated testing procedures in Hematology and Coagulation.	2
2	Evaluate various methods, procedures, and instrumentation in the Hematology and Coagulation laboratory.	2
3	Demonstrate safety and organization skills necessary for functioning in a clinical laboratory.	5
4	Employs professional conduct and communication skills with patients, families, laboratory personnel, healthcare team members, and the community as a medical laboratory technician.	3
5	Demonstrate the ability to determine diagnosis and treatment of patient illness or disease.	4

MDLB 297 Clinical Chemistry Practicum

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Perform manual and automated testing procedures in Hematology and Coagulation.	2
2	Evaluate various methods, procedures, and instrumentation in the Hematology and Coagulation laboratory.	2
3	Demonstrate safety and organization skills necessary for functioning in a clinical laboratory.	5

4	Employs professional conduct and communication skills with patients, families, laboratory personnel, healthcare team members, and the community as a medical laboratory technician.	2
5	Demonstrate the ability to determine diagnosis and treatment of patient illness or disease.	4

MDLB 298 Immunohematology Practicum

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Perform manual and automated testing procedures in Hematology and Coagulation.	2
2	Evaluate various methods, procedures, and instrumentation in the Hematology and Coagulation laboratory.	2
3	Demonstrate safety and organization skills necessary for functioning in a clinical laboratory.	5
4	Employs professional conduct and communication skills with patients, families, laboratory personnel, healthcare team members, and the community as a medical laboratory technician.	3
5	Demonstrate the ability to determine diagnosis and treatment of patient illness or disease.	4

MDLB 299 Microbiology Practicum

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Perform manual and automated testing procedures in Hematology and Coagulation.	2
2	Evaluate various methods, procedures, and instrumentation in the Hematology and Coagulation laboratory.	2
3	Demonstrate safety and organization skills necessary for functioning in a clinical laboratory.	5
4	Employs professional conduct and communication skills with patients, families, laboratory personnel, healthcare team members, and the community as a medical laboratory technician.	3
5	Demonstrate the ability to determine diagnosis and treatment of patient illness or disease.	4

Program Outcome #1

Demonstrate knowledge of laboratory professional practice by providing safe, efficient, and accurate laboratory test results while maintaining patient confidentiality.

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?
MDLB 245	Laboratory Sciences Seminar	1	10	Sections: 1 Students: 10	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 0	Yes

Course being reported: MDLB 245 Laboratory Sciences Seminar

Face to Face Sections	
Body Fluids	50% Competent
Clinical Chemistry	44% Not Competent
Immunohematology	39% Not Competent
Immunology	59% Competent
Hematology and Coagulation	61% Competent
Microbiology	48% Not Competent
Lab Operations	66% Competent
Comprehensive MLT Program Final (Total Comprehensive Score)	47.1% Not Competent

Outcome #1 will be evaluated post-graduation using the national certification examination given by the American Society of Clinical Pathology (ASCP) Board of Certification (BOC). We will be looking at first time pass rates, and the core content scores. The Comprehensive Final over the entire MLT curriculum is given in MDLB 245 LABORATORY SCIENCES

SEMINAR. BOC Certification exam is a points based exam with 400 = passing Total possible 999 (If you convert that to a percent = 40%)

So on the Rubric for MDLB 245 Laboratory Sciences Seminar is based on percentage with 50% = Competent or passing the BOC certification exam.

When a student answers 50% or half of the questions correctly they will Pass. And I evaluated if they had to answer half or 50% of all subjects tested on the BOC and I was surprised to find that NO they did not have to literally pass every subject to still pass the BOC exam.

MLT Comprehensive Examination

Student percentage competent on comprehensive final examination over the entire MLT Program curriculum given in MDLB 245 Laboratory Sciences Seminar.

Program Outcome #2

Utilize established laboratory procedures taking into consideration the application of scientific principles, technical skills for operation and maintenance of laboratory equipment, and relationship of laboratory findings to disease states to ensure appropriate patient diagnosis and treatment.

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?
MDLB 296	Hematology and Coagulation Clinical Practicum	1	10	Sections: 1 Students: 10	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 0	Yes
MDLB 297	Clinical Chemistry Practicum	1	10	Sections: 1 Students: 10	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 0	Yes
MDLB 297	Immunochemistry	1	10	Sections: 1 Students: 10	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 0	Yes
MDLB 299	Clinical Microbiology Practicum	1	10	Sections: 1 Students: 10	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 0	Yes

Course being reported: MDLB 296 Hematology and Coagulation Practicum

Face to Face Sections	
Technical Operation of Equipment	100% Competent
Variety of tests and reporting of test results	100% Competent
Organization	100% Competent
Quality Control	100% Competent
Attendance	100% Competent
Patient Confidentiality/HIPPA	100% Competent
Professionalism	100% Competent
Safety	100% Competent
Responsibility	100% Competent
Completion Time	100% Competent
Accurate and legible results reported	100% Competent

Course being reported: MDLB 297 Clinical Chemistry Practicum

Face to Face Sections

Technical Operation of Equipment	100% Competent
Variety of tests and reporting of test results	100% Competent
Organization	100% Competent
Quality Control	100% Competent
Attendance	100% Competent
Patient Confidentiality/HIPPA	100% Competent
Professionalism	100% Competent
Safety	100% Competent
Completion Time	100% Competent
Identification	100% Competent
Accurate and legible results reported	100% Competent

Course being reported: MDLB 298 Immunohematology Practicum

Face to Face Sections

Technical Operation of Equipment	100% Competent
Variety of tests and reporting of test results	100% Competent
Organization	100% Competent
Quality Control	100% Competent
Attendance	100% Competent
Patient Confidentiality/HIPPA	100% Competent
Professionalism	100% Competent
Safety	100% Competent
Completion Time	100% Competent
Identification	100% Competent
Accurate and legible results reported	100% Competent

Course being reported: MDLB 299 Clinical Microbiology Practicum

Face to Face Sections

Technical Operation of Equipment	100% Competent
Variety of tests and reporting of test results	100% Competent
Organization	100% Competent
Quality Control	100% Competent
Attendance	100% Competent
Patient Confidentiality/HIPPA	100% Competent
Professionalism	100% Competent
Safety	100% Competent
Completion Time	100% Competent
Identification	100% Competent
Accurate and legible results reported	100% Competent

Program Outcome #2 Rubric

Preceptor Performance and Behavioral Evaluation Rubric

Knowledge, Skill, Behavior, Attitude	No Evidence (1 Points)	Novice (2 Point)	Competent (3 Points)	Mastery (4 Points)
Technical operation of equipment	Unable to operate equipment $\geq 50\%$ of the time.	Needs assistance with equipment operation $\leq 25\%$ of the time.	Operates equipment $\leq 10\%$ of the time.	Operates equipment skillfully and makes adjustments and repairs when appropriate.
Test Performance	Unable to perform test procedures.	Needs assistance performing test procedures required by key objectives with moderate errors.	Performs procedures required by key objectives with minimal errors.	Performs procedures required by key objectives with no errors.
Organization	Does not organize workload $\geq 50\%$ of the time.	Needs assistance organizing workload $\leq 25\%$ of the time.	Organizes workload with priority and efficiency needing assistance $\leq 10\%$ of the time.	Organizes workload for priority and efficiency.
Quality Control	Does not understand or perform quality control $\geq 50\%$ of the time.	Needs assistance in interpretation and reporting of quality control $\leq 25\%$ of the time.	Consistently performs and correctly evaluates quality control needing assistance $\leq 10\%$ of the time.	Consistently performs and correctly evaluates quality control and takes corrective action.
Safety	Does not follow safety practices $\geq 50\%$ of the time.	Needs reminding to follow safety practices $\leq 25\%$ of the time.	Follows all safety regulations.	Follows all safety regulations and voluntarily seeks further information.
Reporting Results	Reports implausible results or makes error in transcription $\geq 50\%$ of the time.	Attempts to report accurate and legible results with fewer than $\leq 25\%$ errors.	Reports results accurately and legible having fewer errors than $\leq 10\%$.	Accurately and legibly.

Program Outcome #3

Employs professional conduct and communication skills with patients, families, laboratory personnel, healthcare team, members, and the community as a medical laboratory technician.

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?
MDLB 296	Hematology and Coagulation Practicum	1	10	Sections: 1 Students: 10	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 0	Yes
MDLB 297	Clinical Chemistry Practicum	1	10	Sections: 1 Students: 10	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 0	Yes
MDLB 298	Immunohematology	1	10	Sections: 1 Students: 10	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 0	Yes
MDLB 299	Microbiology Practicum	1	10	Sections: 1 Students: 10	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 0	Yes

Course being reported: MDLB 296 Hematology and Coagulation

Face to Face Sections	
Dependable and Attendance	100% Competent
Patient Confidentiality/HIPPA	100% Competent
Safety	100% Competent
Honesty	100% Competent
Pressure	100% Competent
Patient Contact	100% Competent
Professionalism with colleagues and peers	100% Competent
Learning	100% Competent
Criticism	100% Competent
Confidence	100% Competent
Initiative	100% Competent

Course being reported: MDLB 297 Clinical Chemistry Practicum**Face to Face Sections**

Dependable and Attendance	100% Competent
Patient Confidentiality/HIPPA	100% Competent
Safety	100% Competent
Honesty	100% Competent
Pressure	100% Competent
Patient Contact	100% Competent
Professionalism with colleagues and peers	100% Competent
Learning	100% Competent
Criticism	100% Competent
Confidence	100% Competent
Initiative	100% Competent

Course being reported: MDLB 298 Immunohematology Practicum**Face to Face Sections**

Dependable and Attendance	100% Competent
Patient Confidentiality/HIPPA	100% Competent
Safety	100% Competent
Pressure	100% Competent
Patient Contact	100% Competent
Professionalism with colleagues and peers	100% Competent
Learning	100% Competent
Criticism	100% Competent
Confidence	100% Competent
Initiative	100% Competent

Course being reported: MDLB 299 Microbiology Practicum**Face to Face Sections**

Dependable and Attendance	100% Competent
Patient Confidentiality/HIPPA	100% Competent
Safety	100% Competent
Honesty	100% Competent
Pressure	100% Competent
Patient Contact	100% Competent
Professionalism with colleagues and peers	100% Competent
Learning	100% Competent
Criticism	100% Competent
Confidence	100% Competent
Initiative	100% Competent

Program Outcome #3 Rubric

Preceptor Affective Evaluation Rubric

Knowledge, Skill, Behavior, Attitude	No Evidence (1 Point)	Novice (2 Points)	Competent (3 Points)	<i>Mastery</i> (4 Points)
Attendance	Absent ≥5 absences	Present with 2-4 absences	Present with one absence	Present for all required clinical days.
Patient Confidentiality/HIPAA	Follows HIPAA procedures with three minor violations OR one major violation.	Follows HIPAA procedures with two minor violations.	Follows HIPAA procedures with one minor violation.	Follows HIPAA procedures with no violations.
Honesty	Fails to take responsibility for mistakes ≥ 50 % of the time.	Admits but attempts to rationalize or blame others ≤ 25 % of the time.	Needs reminding to admit mistakes and takes corrective action ≤ 10 % of the time.	Admits readily and takes immediate corrective steps.
Pressure	Unable to perform tasks when working under pressure ≥ 50 % of the time.	Becomes easily distracted or flustered when working under pressure reason ≤ 25 % of the time.	Demonstrates ability to work under pressure and does not impede efficient laboratory practice ≤ 10 % of the time.	Works well under pressure with no loss of precision or accuracy.
Performance Improvement	Refuses to follow suggestions to improve performance or behavior ≥ 50 % of the time.	Complies with constructive criticism ≤ 25 % of the time.	Needs reminding to accept criticism and remedy deficiencies ≤ 10 % of the time.	Invites suggestions for improvement and indicates appreciation for guidance.
Confidence	Overconfident in ability to perform routine procedures or tasks OR does not perform ≥ 50 % of the routine tasks or procedures correctly.	Usually checks with someone before proceeding with routine procedures or tasks ≤ 25 % of the time.	Needs assistance in proceeding with routine tasks or reporting or results ≤ 10 % of the time.	Approaches routine tasks with assurance and is confident in reporting results.

Program Outcome #4

Participate in professional development activities valuing the importance of continuous learning in laboratory medicine.

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?
MDLB 138	Immunohematology	2	10	Sections: 2 Students: 10	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 0	Yes
MDLB 245	Laboratory Sciences Seminar	1	10	Sections: 1 Students: 10	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 0	Yes

Course being reported: MDLB 138 Immunohematology

*NOTE: Assessed in 202-2013 Freshman class - Alternate year admissions. In calendar year 2013-2014 we had sophomore or second year MLT students only.

Face to Face Sections

Participation	100% Competent
Attendance	100% Competent
Organization/Planning	100% Competent
Dress Code	100% Competent
Professionalism	100% Competent

Course being reported: MDLB Laboratory Sciences Seminar

Face to Face Sections

Participation	100% Competent
Attendance	100% Competent
Organization/Planning	100% Competent
Dress Code	100% Competent
Professionalism	100% Competent

Program Outcome #4 Rubric

Professional Development Rubric

Knowledge, Skills, Behavior, Attitude	No Evidence (1 Point)	Novice (2 Points)	Competent (3 Points)	Mastery (4 Points)
Participation	Does not participate \geq 50% of 1 day of the event.	Needs guidance \geq 25 % participation and contribution for 1 day of the event.	Participates and contributes 100 % on 1 day of the event.	Actively participates and contributes 100 % on 2 days of the event.
Attendance	Does not attend \geq 50% of 1 day of event.	Absent for \geq 25% of the time for 1 day of the event.	Present for the entire time 100% on 1 day of the event.	Present for 100% of the 2 day event.
Organization/Planning	Does not organize or help with planning \geq 50% of 1 day of the event.	Does not participates in organization and planning \geq 25% of the time for 1 day of the event.	Organizes and plans 100% on 1 day of the event.	Organize and plans 100% on the 2 days of the event.
Dress Code	Not dressed in accordance with the dress code of the TRC MLT Program \geq 50% of 1 day of the event.	Not dressed in accordance of the TRC MLT Program \geq 25% for 1 day of the event.	Dressed in accordance with the dress code of the TRC MLT Program 100% on 1 day of the event.	Dressed in accordance with the dress code of the MLT Program 100% on 2 days of the event.
Professionalism	Does not interact with others \geq 50% of 1 day of the event.	Does not interacts with others \geq 25 % of 1 day of the event.	Interacts with others 100 % of time on 1 day of event.	Interacts with others 100 % on 2 days of the event.

Program Outcome #5

Comply with Federal, OSHA, and laboratory safety procedures for the well-being of the patient, healthcare team, self, and community.

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?
MDLB 118	Hematology and Coagulation	2	0	Sections: 2 Students: 9	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 0	Yes
MDLB 115	Introduction to Laboratory Sciences	1	0	Sections: 1 Students: 18	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 0	Yes

Course being reported: MDLB 118 Hematology and Coagulation

*NOTE: Sections 01 and 02 Hematology and Coagulation (SLO Outcome 5 for the class of 2014 was assessed in the calendar year 2012-2013. The MLT Program is admitting students on an alternate year basis currently. Calendar year 2013-2014 or the sophomore/2nd courses were not chosen as a primary means of measuring SLO Outcome 5).

Face to Face Sections

Location and use of safety equipment and procedures	100% Competent
Hand washing	100% Competent
General Lab Skills	100% Competent
Biohazardous Waste Disposal	100% Competent
Follows Universal Precautions and OSHA Blood borne Pathogen Standards	100% Competent
Broken Glassware Disposal	100% Competent
Exposure Control Plan	100% Competent
Accidental Sharps and Blood and Body Fluid Exposure	100% Competent

Course being reported: MDLB 115 Introduction to Laboratory Sciences

*NOTE: SLO Outcome 5 for the class of 2014 was assessed in the calendar year 2012-2013. The MLT Program is admitting students on an alternate year basis currently. Calendar year 2013-201 or the sophomore/2nd year courses were not chosen as a primary means of measuring SLO Outcome 5.

Face to Face Sections	
Location and use of safety equipment and procedures	100% Competent
Hand washing	100% Competent
General Lab Skills	100% Competent
Biohazardous Waste Disposal	100% Competent
Follows Universal Precautions and OSHA Blood borne Pathogen Standards	100% Competent
Broken Glassware Disposal	100% Competent
Exposure Control Plan	100% Competent
Accidental Sharps and Blood and Body Fluid Exposure	100% Competent

Program Outcome #5 Rubric

Laboratory Safety Training Evaluation Rubric

Knowledge, Skills, Behavior, Attitude	No Evidence (1 Point)	Novice (2 Points)	Competent (3 Points)	Mastery (4 Points)
Location and use of safety equipment and procedures	Does not know location and use of safety equipment and procedures.	Needs reminding of location and use of safety equipment and procedures.	Comprehends location and use of safety equipment and procedures.	Knowledgeable of use and location of safety equipment and procedures and assists others.
Hand Hygiene	Unable to perform hand washing technique	Needs reminding to follow hand washing technique.	Follows hand washing technique.	Performs hand washing technique and assists others.
General Lab Skills	Do not use general lab skills while working in the TRC MLT student laboratory.	Needs reminding to use general lab skills in the TRC MLT student laboratory.	Uses general lab skills in the TRC MLT student laboratory.	Uses exceptional general lab skills when working in the TRC MLT Student laboratory and assists others.
Biohazardous Waste Disposal	Does not know location and procedure for disposing of biohazardous waste.	Needs reminding of location and procedure for biohazardous waste disposal.	Indicates knowledge of location and procedure for biohazardous waste disposal.	Knowledgeable of location and procedure for biohazardous waste disposal and assists others.
Follows Universal Precautions and OSHA Blood borne Pathogen Standards	Does not follow universal precautions when dealing with blood and body fluids.	Needs reminding to use universal precautions when dealing with blood and body fluids.	Uses universal precautions when dealing with blood and body fluids.	Uses universal precautions when dealing with blood and body fluids and assists others.
Glass Disposal	Does not know location and procedure for disposing of broken glassware.	Needs reminding of location and procedure of disposing of broken glassware.	Demonstrates location and procedure for disposing of broken glassware.	Knowledgeable in location and procedure for disposing of broken glassware and provides guidance to others.
Exposure Control Plan	Does not know the exposure control plan of chemicals.	Needs reminding of exposure control plan of chemicals.	Grasps the exposure control plan of chemicals.	Knowledgeable of exposure control plan of chemicals and assists others.
Accidental Sharps and Blood and Body Fluid Exposure	Does not know procedure and location of incident report of accidental needle stick and exposure to blood and body fluids.	Needs reminding of procedure and location of incident report of accidental needle stick and exposure to blood and body fluids.	Demonstrates procedure and location of incident report of accidental needle stick and exposure to blood and body fluids.	Knowledgeable of procedure and location of incident report of accidental needle stick and exposure to blood or body fluids and assists others.

Summary of Results

I found that the Class of 2014 were scoring lower in Clinical Chemistry and Immunohematology than any other subjects looking at the MLT comprehensive final exam. The MLT comprehensive final examination is a practice Board of Certification (BOC) exam. The MLT comprehensive final examination is given in MDLB 245 Laboratory Sciences Seminar. MDLB 245 Laboratory Sciences Seminar is taught second year spring semester prior to graduating. I have been evaluating this and truly made this determination two years ago. The BOC certification exam does not test each content area equally.

The BOC certification examination content percentage for each subject area as follows:

Immunohematology or Blood Bank	16%
Chemistry	23%
Hematology/Coagulation	21%
Immunology	7%
Lab Operations	5%
Microbiology	19%
Urinalysis/Body Fluids	9%

Based on that finding, I have and will increase the amount of review in Clinical Chemistry while reviewing the curriculum in MDLB 245 Laboratory Sciences Seminar.

It is important to note that chemistry tests and hematology tests complete blood count (CBC) are the tests ordered on a patient if the clinician is unable to determine based on the patient assessment what the clinical problem is.

To accurately understand this data from the perspective of the instructor and Medical Technologist working in the laboratory, chemistry covers all types of analyte (Glucose or any other chemical test). The BOC examination has not received an update in several years and continues to ask questions about chemical procedures no longer utilized for analyzing an analyte such as glucose. For example, there are approximately 10 different ways chemically that a glucose can be measured. Not all of those methods are being used by the various

companies that manufacturer chemistry analyzers in today's clinical laboratory. In some cases the chemistry department chairperson may be the only individual that may know the principle of how the chemistry analyzer in his/her faculty measures a glucose chemically. So if a MLT student or a MLT graduate does not review and remember at least 4 or 5 chemical reactions that can be utilized to determine a glucose value, it is quite easy to miss questions given on a MLT comprehensive final examination or Board of Certification examination.

Data from Class of 2016 Graduates

All 4 student graduates passed the American Society for Clinical Pathology (ASCP) Board of Certification (BOC) certification examination.

The graduates all scored above the 400 mark in clinical chemistry on the BOC examination. One student scored lower in Lab Operations. This graduate has chosen not to work in the laboratory at the current time. That graduate is already employed and makes the equivalent of what an entry level MLT can earn and works during the daytime.

Two students scored lower in Immunohematology. One student had the lowest grades in the MLT Program and the other student is the student that has chosen not to work in the laboratory at this time.

It is very important to give this level of detailed information when the numbers of the graduates are this low.

Overall I believe we have definitely improved the percentage of students taking the ASCP BOC examination. And, have all 4 pass the first time has not happened in over 22 plus years. The data from the comparison without student names for the MLT Comprehensive Examination per subject and overall score along with the score on the ASCP BOC chart is included. Note that the BOC is in raw numbers and we have no way to emulate exactly the same number. However, one can see by the numbers that those graduates who scored lower than a 50% on the MLT Comprehensive Examination and lower than 50% in a subject on the MLT Comprehensive Examination performed higher on the ASCP BOC examination.

THREE RIVERS COLLEGE
2016 COMPREHENSIVE FINAL RESULTS AND BOC COMPARISON

Name	BBNK-Imm	CHEM	HEME/COAG	IMMU	LO	MICRO	UA/BF	FINAL %	STATUS
MLT Comp	15/39 38%	26/54 48%	18/42 42%	10/20 50%	6/10 60%	23/54 48%	7/15 46%	105/222 47%	
BOC 7/30/2016	619	599	449	301	436	559	559	531	Pass
Student Comment on weakness			X	X	X				

Name	BBNK-Imm	CHEM	HEME/COAG	IMMU	LO	MICRO	UA/BF	FINAL %	STATUS
MLT Comp	17/39 44%	24/54 44%	16/42 38%	10/20 50%	4/10 40%	20/42 48%	8/15 53%	99/222 40%	
BOC 7/16/2016	367	434	506	480	532	452	399	449	Pass
Student Comment on weakness	X					X	X		

Name	BBNK-Imm	CHEM	HEME/COAG	IMMU	LO	MICRO	UA/BF	FINAL %	STATUS
MLT Comp	22/39 56%	26/54 48%	26/42 61%	13/20 65%	7/10 70%	22/42 52%	8/15 53%	124/222 55%	
BOC 7/16/2016	342	474	406	432	261	448	455	413	Pass
Student Comment on weakness	X				X	X			

Name	BBNK-Imm	CHEM	HEME/COAG	IMMU	LO	MICRO	UA/BF	FINAL %	STATUS
MLT Comp	22/39 56%	33/54 61%	25/42 59%	12/20 60%	8/10 80%	25/42 59%	11/15 73%	136/222 61%	
BOC 6/16/2016	577	642	706	799	675	530	685	646	Pass
Student Comment on weakness	X					X			

Summary of Analysis

The primary goal of the MLT Program is to provide better prepared, entry level MLT's in Southeast Missouri, that are prepared to sit and pass the ASCP BOC examination the first time. We are elated that the four graduates in the Spring of 2016 passed the BOC the first time. We will continue to analyze the curriculum for continuous review and improvement.

The TRC MLT Program graduated 4 students in May of 2016. Of those 4 students all 4 students scored higher than the newly implemented minimum entrance examination score of 50 %. Scores on the MLT comprehensive final indicated that two of the four students would successfully pass the BOC certification examination. While 2 would need some review to successfully pass the ASCP BOC certification examination. All 4 students were successful in passing the ASCP BOC certification exam.

Are there any anomalies in the results that were noticed?

The data chosen for the evaluation of the five Student Learning Outcomes for the MLT Program require that students are competent in all areas to pass a course, progress in the program, and to graduate from the MLT Program.

All students being competent may appear as an anomaly. However in order to pass each clinical preceptor rotation, the student is evaluated on both performance and behavior and given a grade. The grade is cumulative and not individually for each knowledge, skill, behavior, or attitude as listed on the SLO Rubrics. The rubrics for SLO's #2 and #3 were created only to indicate competency. And, thus a 100% was listed for the Class of 2016.

We will be revising and changing the student performance evaluation for the clinical preceptor rotations so that we can determine to real score or percentage that students are

meeting SLO #2 and SLO #3 because the rubrics were designed to only indicate competency.

Implement new data collection tool for clinical preceptor rotations for more valued data.

We have historically focused on reviewing intensely for the MLT course that are taught in the freshman year because it has been longer since the students have actually covered the theory portion of the courses. The ASCP BOC is heavily based on theory of all tests and diseases and less on practical real world laboratory application. For example, Lab Operations is the one section that only touches on things like quality control, HIPAA, safety, and quality assurance.

As stated above the Class of 2014 was struggling in clinical chemistry and thus we focused more heavily in reviewing clinical chemistry. So what we see if a return to students stating they felt less prepared in Microbiology(MDLB 128) taught in spring freshman semester, Immunohematology (MDLB 128), taught in spring freshman semester, and Hematology and Coagulation (MDLB 118) taught in fall freshman semester.

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

DATA from 2015

SLO #2 and SLO #3 Rubrics

The rubrics are set up and students can score from 0-3 for each indicator. 2 is considered competent. However, if students receive all 2's the percentage equals 67% which is below the score of 70% minimum score for clinical preceptor clinical practicum Evaluation and the clinical preceptor affective evaluation.

The rubrics in general need to be measurable in terms of a grade instead of Yes or No to being competent.

When these rubrics were developed and utilized, we found that the original scoring of 0-3, which I know is incorrect, allowed a student to be competent by scoring a total of 66.7%.

That is a failing grade in the MLT.

Spring 2017

All of the rubrics have been revised so that they are useable grading tools that can be utilized in assessing the Student Learning Outcomes for the MLT Program.

Were there any patterns in the data observed?

I am not sure one would call them patterns. However, I did notice that in general students scored lower on the clinical preceptor performance and behavioral evaluation of the following indicator: initiative, confidence, pressure, and attendance. Those four behavioral traits are essential for interacting with other members of the healthcare team. And warrants further investigation.

They were all still competent in all curriculum courses and clinical preceptor practicum courses... there were very few evaluation scores below 90% overall.

Students scoring below 50% on the HOBET entrance examination are not academically successful.

is difficult to say with four students. In general, we can conclude that students who score a minimum of 50% are academically successful in the MLT Program.

And, those graduates have the tools to pass the ASCP BOC certification examination the first time.

Students must also study those subjects that they had the first year of the program.

I might add that the three courses taught in the freshman year (MDLB 118 Hematology and Coagulation, MDLB 128 Microbiology, MDLB 138 Immunohematology) are much harder to guess answers to questions on the ASCP BOC as opposed to Clinical Chemistry (MDLB 248) or Immunology (MDLB 228). Most of our clinical preceptors are weak in Hematology. That leads me to just assigning more Hematology review in the Hematology preceptor rotations.

Use of Results for Improvement

What dialog has been taken place about how to improve student learning?

Retention and Attrition Rates for the MLT Program are elevated.

We have over the past several years have discussed with faculty, advisory committee members, and clinical preceptors that it is imperative that students are capable of being successful in the MLT curriculum courses and general education courses that are associated with the MLT Program. In order to achieve that goal students must have the necessary science and math background and be able to apply that knowledge to achieve academic success. Thus, the students who score below the 50% on the HOBET examination are not successful, and we are setting them up for failure.

Spring 2013 MLT Curriculum Changes. Effective for graduating Class of 2016

A minimum score was that students must score on the HOBET entrance exam to be eligible for admissions was implemented.

Special Note: I and the TRC Nursing and Allied Health Division Chair along with the TRC science faculty and myself wanted the minimum score to be 50%. I thought that the MLT advisory committee members agreed up 45%. That is what is recorded in the MLT Advisory Committee meeting minutes that were approved.

The prerequisites were changed to require the completion of CHEM 11 Introductory Chemistry, with a C or better, regardless of Math background. And completion of Math 103/153 Intermediate Algebra with C or better prior to admissions into the TRC MLT Program. We are going to spend more time in MDLB 245 Laboratory Sciences Seminar on areas that students need to improve their scores which happen to be two subjects that have the highest

percent of questions asked on the ASCP Board of Certification (BOC). The BOC is the national certification examination for Medical Laboratory Scientist (B.S. degree) and Medical Laboratory Technician (A.A.S.).

What improvement 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 Freshman year overview is as follows:

In the first cycle of changing the prerequisites and implementing a minimum score of 40% on the entrance exam, the data speaks for itself. The fall 2014 freshman students began with 10 students. 4 of those 10 students failed to complete the MLT courses and/ or general education courses with a C or better and were expelled from the MLT Program. The data clearly shows that 3 of the 4 MLT students that were not successful this fall scored below 50% on the HOBET examination. The 1 student out of the 4 who was not academically successful earned a grade below a C in both MLT curriculum courses but managed to successfully complete the general education courses with a C or higher earned a 61.3% on the HOBET entrance examination. The student failed to complete their assigned work and thus was unsuccessful in passing MDLB 115 Introduction to Laboratory Sciences. The student did not pass any of the exams throughout the semester. The student performed well on laboratory assignments and the laboratory final. However, the student failed the final examination. In addition, the student failed to turn in all laboratory assignments, failed to utilize time given to complete assignments, and did not study adequately to successfully pass the courses. The student failed because he/she chose not to complete the work necessary to pass.

2015-2016 Sophomore year and reporting SLO Report Year

After reviewing the data from the ASCP BOC it is difficult to evaluate changes that could improve student scores on the BOC. As stated above I will be adding additional Hematology clinical preceptor review questions for the 2017-2018 clinical preceptor rotations. Actually we will be adding and updating all clinical preceptor review and homework requirements for the 2017-2018 clinical preceptor rotations. The case studies will be reviewed and updated.

Attrition and Retention Rate-

Early data from fall 2016 to spring 2017 is 100% Retention. We will have to evaluate this at the end of the Spring semester. Students performed well with fewer college hours and changing the prerequisite of completion of CHEM 111 Introductory Chemistry with an "A" or a "B", to be eligible to take CHEM240 Basic Organic Chemistry. CHEM 240 Basic Organic Chemistry was moved to the freshman fall semester and CHEM 121 General Chemistry I was removed from the curriculum.

2015-2016 academic sophomore SLO report

We will be revising and changing the student performance evaluation for the clinical preceptor rotations so that we can determine to real score or percentage that students are meeting SLO #2 and SLO #3 because the rubrics were designed to only indicate competency.

Implement new data collection tool for clinical preceptor rotations for more valued data.

Effective for Fall 2016

** Students will be required to make a minimum of 50% on the TEAS-V entrance exam to considered eligible for the MLT Program.

** Due to alternate admissions to the MLT Program every other year, this will not take effect until fall 2018.

The textbooks for the MLT Program will now provide the option of purchasing the book and not just renting the book. This was changed to provide better subject specific sources for clinical preceptor rotations.

What is the proposed timeline for the changes outlined above?

The TRC Curriculum Committee voted to approve the updates and changes to the TRC MLT Program Curriculum, and the TRC faculty voted also to accept the curriculum updates and changes in Aril 2014.

In the 2013 and 2014 years the MDLB 245 Laboratory Sciences Seminar (formerly known as Chemistry Instrumentation) was being changed to a different review examination that has helped students improve their test taking abilities and their scores. We still not where we need to be in BOC pass rates. And, the minimum score needs to be increased as recommended by myself and other Three Rivers College faculty.

With the admissions cycle of 2014, the MLT Program has implemented a minimum entrance exam score of 40% to be eligible for admissions.

Three Rivers College

THE COMMUNITY COLLEGE OF SOUTHEAST MISSOURI

Nursing AAS

Program Level SLO Report

Dr. Staci Campbell – Program Manager

2015-16

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. Demonstrate knowledge of clinical decision making by providing safe, culturally competent caring nursing interventions to individuals, families, and communities.
2. Utilize evidence-based practice to provide nursing care of individuals, families, and communities taking into consideration their physiological, psychological, developmental, socio-cultural, and spiritual needs.
3. Explain the effects of both internal and external factors that contribute to the comprehensive health care of the individuals, families, and communities.
4. Employ strategies of therapeutic nursing care to maintain a balance between wellness and illness to individuals, families, and communities within the healthcare system.

Nursing Course Mapping

Course Student Learning Outcomes

NURS 108 LPN-RN Bridge

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Recognize the merits of evidence based practice in clinical decision making based on preferences and values nursing expertise to provide care for the person.	1
2	Examine the transitional role of the licensed practical nurse (LPN) to registered nurse (RN) in making clinical decisions in a safe, holistic, culturally competent, and caring manner.	2
3	Debate environmental factors that affect the safe and effective care of the person.	3
4	Analyze health care needs and problems of the person with imbalanced health.	4

NURS 116 Foundations of Nursing

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Ensure safe, holistic, culturally competent, and basic caring nursing actions to the person.	1
2	Access evidenced based practice resources to maintain patient safety and quality care considering the preferences and values of the person and nursing expertise.	2
3	Recognize environmental factors to ensure safe effective care of the person.	3
4	Identify health care problems of the person with basic wellness and illness needs.	4

NURS 118 Geriatrics Nursing

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Ensure safe, holistic culturally competent nursing care to the geriatric person.	1
2	Utilize nursing expertise and resources to ensure quality care and healthy aging considering the preferences and values of the geriatric person.	2
3	Recognize the effect of environmental factors on the safety and wellbeing of the geriatric person.	3

4	Identify health and psychosocial problems of the geriatric person.	4
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NURS 128 Mental Health Nursing

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Ensure safe, holistic, culturally competent, and caring nursing action to the person with mental health illness.	1
2	Integrate the evidence findings with nursing expertise and patient preferences and values to make clinical decisions for the person with mental health illness.	2
3	Incorporate safe and effective environmental factors in the care of the person with mental health illness.	3
4	Analyze health care needs and problems of the person with mental illness.	4

NURS 129 Medical-Surgical Nursing I

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Ensure safe, holistic, culturally competent, and caring nursing actions to the medical-surgical person.	1
2	Implement evidence based nursing actions to maintain patient safety and quality care considering the preferences and values of the person and nursing expertise.	2
3	Manage environmental factors to ensure safe and effective care of the person.	3
4	Predict patient responses to imbalances in health.	4

NURS 218 Maternal Child Health Nursing

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Ensure safe, holistic, culturally competent, and caring nursing actions to the person with an emphasis on maternal and pediatric care.	1
2	Integrate the evidence findings with nursing expertise and patient preferences and values to make clinical decisions.	2
3	Incorporate safe and effective environmental factors in the care of the person.	3
4	Analyze patient responses to nursing care aimed at maintaining health and increasing health promotion in the communities with a focus on individuals and families with maternal and pediatric concerns.	4

NURS 219 Medical-Surgical II Nursing

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Ensure safe, holistic, culturally competent, and caring nursing actions to the person.	1
2	Integrate the evidence findings with nursing expertise and patient preferences and values to make clinical decisions.	2
3	Incorporate safe and effective environmental factors in the care of the person.	3
4	Distinguish patient responses to exacerbations of imbalances in the health illness continuum.	4

NURS 238 Medical Surgical III

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Ensure safe, holistic, culturally competent, and caring nursing actions to the person experiencing multi-system complex effects of disease.	1
2	Synthesize the evidence for validity, reliability, and utility to make clinical decisions based on preferences and values and nursing expertise to provide care for the person.	2
3	Prioritize care to the person experiencing multisystem complex disease for a safe and effective environment.	3
4	Assess the patient response to multi-system complex disease process within that compromise health.	4

NURS 239 Clinical Preceptor

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Ensure safe, holistic, culturally competent, and caring nursing actions.	1
2	Synthesize the evidence for validity, reliability, and utility to make clinical decisions based on preferences and values and nursing expertise to provide care for the person.	2
3	Prioritize care to a variety of patient while maintaining a safe and effective environment.	3
4	Assess the effectiveness of nursing care within the healthcare system.	4

NURS 235 Role Integration

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Relate the principles of prioritization and delegation to the care of the person.	1
2	Characterize the professional nurse's role in leadership management.	2
3	Discuss the implications of the health care system in society.	3
4	Assess the effectiveness of quality improvement on trends affecting health care.	4

NURS 236 QUEST

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Demonstrate knowledge of clinical decision making through structured online learning assessment exam/quizzes.	1
2	Recognize evidence-based practice in determined safe nursing care for individuals, families, and communities.	2
3	Analyze the effects of both internal and external factors that impede or enhance effective critical thinking and clinical decision making in the nursing process.	3
4	Formulate an individualized plan to address required areas of improvement for success on the NCLEX-RN.	4

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 128	Mental Health Nursing	1	22	Sections: 1 Students: 22	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 2 PT: 0	N
NURS 129	Medical – Surgical Nursing I	1	23	Sections: 1 Students: 23	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 2 PT: 0	N
NURS 218	Maternal Child Nursing	1	24	Sections: 1 Students: 24	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 2 PT: 0	N
NURS 236	QUEST	2	41	Sections: 2 Students: 41	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: PT: 0	Y
NURS 238	Medical – Surgical III	2	46	Sections: 2 Students: 46	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: PT: 0	Y

Artifacts:

- NURS 128: Mental Health Exam
- NURS 129: Fundamentals Exam
- NURS 218: Maternal Child Nursing
- NURS 236: Exit Exam
- NURS 238: Medical Surgical Exam
- NCLEX-RN Data (from Mountain Measurement)

NURS 128 Mental Health Nursing

Criteria	No Evidence 000-799	Novice 800-849	Competent 850-1000	Mastery >1000
Management of Care	7	0	6	9
Pharmacological and Parenteral Therapies				
Physiological Adaptation	0	0	0	19

NURS 129: Medical Surgical Nursing I

Criteria	No Evidence 000-799	Novice 800-849	Competent 850-1000	Mastery >1000
Management of Care	7	0	7	9
Pharmacological and Parenteral Therapies	10	0	2	11
Physiological Adaptation	17	2	1	3

NURS 218: Maternal Child Nursing

Criteria	No Evidence 000-799	Novice 800-849	Competent 850-1000	Mastery >1000
Management of Care				
Pharmacological and Parenteral Therapies	10	14	8	5
Physiological Adaptation	8	2	3	11

NURS 238: Medical Surgical Nursing III

Criteria	No Evidence 000-799	Novice 800-849	Competent 850-1000	Mastery >1000
Management of Care	19	0	0	27
Pharmacological and Parenteral Therapies	7	10	4	25
Physiological Adaptation	13	4	8	21

NURS 236: QUEST

Criteria	No Evidence 000-799	Novice 800-849	Competent 850-1000	Mastery >1000
Management of Care	16	3	17	23
Pharmacological and Parenteral Therapies	17	6	20	15
Physiological Adaptation	23	7	18	11

NCLEX-RN Categories

Course	No Evidence 0-30	Novice 31-49	Competent 50-65	Mastery >65%
Management of Care			X 53%-PB X 56%-Sik	
Pharmacological and Parenteral Therapies			X60%-Sik	X 66% PB
Physiological Adaptation			X 58% PB X 56%-Sik	

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

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 128	Mental Health Nursing	1	22	Sections: 1 Students: 22	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: PT: 0	N
NURS 129	Medical – Surgical Nursing I	1	23	Sections: 1 Students: 22	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: PT: 0	N
NURS 218	Maternal Child Health Nursing	1	24	Sections: 1 Students: 24	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: PT: 0	N
NURS 236	QUEST	2	41	Sections: 2 Students: 41	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: PT: 0	Y
NURS 238	Medical Surgical III	2	46	Sections: 2 Students: 46	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: PT: 0	Y

Artifacts:

- NURS 128: Mental Health Exam
- NURS 129: Fundamentals Exam
- NURS 218: OB/Peds Exam
- NURS 236: Exit Exam
- NURS 238: Medical Surgical Exam
- NCLEX-RN Data (Mountain Measurement Report)

NURS 128 Mental Health Nursing

Criteria	No Evidence	Novice	Competent	Mastery
	000-799	800-849	850-1000	>1000
Health Promotion and Maintenance	0	0	0	7
Psychosocial Integrity	14	1	7	1
Reduction of Risk Potential	7	2	4	10

NURS 129 Medical Surgical Nursing I

Criteria	No Evidence	Novice	Competent	Mastery
	000-799	800-849	850-1000	>1000
Health Promotion and Maintenance	3	0	2	18
Psychosocial Integrity	14	0	6	3
Reduction of Risk Potential	7	2	4	10

NURS 218: Maternal Child Nursing

Criteria	No Evidence	Novice	Competent	Mastery
	000-799	800-849	850-1000	>1000
Health Promotion and Maintenance	10	3	6	5
Psychosocial Integrity	9	2	8	5
Reduction of Risk Potential	11	2	7	4

NURS 238: Medical Surgical Nursing III

Criteria	No Evidence 000-799	Novice 800-849	Competent 850-1000	Mastery >1000
Health Promotion and Maintenance	9	0	0	37
Psychosocial Integrity	13	2	7	24
Reduction of Risk Potential	8	5	15	18

NURS 236: QUEST

Criteria	No Evidence 000-799	Novice 800-849	Competent 850-1000	Mastery >1000
Health Promotion and Maintenance	28	3	12	16
Psychosocial Integrity	31	4	12	12
Reduction of Risk Potential	20	2	18	19

NCLEX-RN Categories

Course	No Evidence 0-30	Novice 31-49	Competent 50-65	Mastery >65%
Health Promotion and Maintenance			X 55%-PB	X 70%-Sik
Psychosocial Integrity			X54%-PB	X66%-Sik
Reduction of Risk Potential			X56%-PB X56%-Sik	

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.

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 128	Mental Health Nursing	1	22	Sections: 1 Students: 22	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: PT: 0	N
NURS 129	Medical – Surgical Nursing I	1	23	Sections: 1 Students: 22	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: PT: 0	N
NURS 218	Maternal Child Health Nursing	1	24	Sections: 1 Students: 24	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: PT: 0	N
NURS 236	QUEST	2	41	Sections: 2 Students: 41	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: PT: 0	Y
NURS 238	Medical Surgical III	2	46	Sections: 2 Students: 46	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: PT: 0	Y

Artifacts:

- NURS 128: Mental Health Exam
- NURS 129: Fundamentals Exam
- NURS 218: OB/Peds Exam
- NURS 236: Exit Exam

- NURS 238: Medical Surgical 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 128	0	0	0	15
NURS 129	7	2	9	5
NURS 218	0	0	0	23
NURS 236	24	6	19	10
NURS 238	9	2	0	35

NCLEX-RN Categories				
Course	No Evidence 0-30	Novice 31-49	Competent 50-65	Mastery >65%
Safety and Infection Control			X 56%-PB X 60%-Sik	

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

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 128	Mental Health Nursing	1	22	Sections: 1 Students: 22	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: PT: 0	N
NURS 129	Medical – Surgical Nursing I	1	23	Sections: 1 Students: 22	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: PT: 0	N
NURS 218	Maternal Child Health Nursing	1	24	Sections: 1 Students: 24	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: PT: 0	N
NURS 236	QUEST	2	41	Sections: 2 Students: 41	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: PT: 0	Y
NURS 238	Medical Surgical III	2	46	Sections: 2 Students: 46	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: PT: 0	Y

Artifacts:

- NURS 218: Maternal Child Exam
- NURS 129: Fundamentals Exam
- NURS 236: Exit Exam
- NURS 238: Medical Surgical Exam
- NCLEX-RN Data (Mountain Measurement Report)

Basic Care and Comfort				
Course	No Evidence 000-799	Novice 800-849	Competent 850-1000	Mastery >1000
NURS 218	0	0	0	23
NURS 129	11	0	1	11
NURS 236	21	2	16	20
NURS 238	4	0	0	42

NCLEX-RN Categories				
Course	No Evidence 0-30	Novice 31-49	Competent 50-65	Mastery >65%
Basic Care and Comfort		X49%-Sik	X 59%-PB	

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

Summary of Results

The Associate Degree Nursing faculty reviewed the 2015-2016 assessment data based on a new assessment plan for the program. The assessment data showed the program had lower than anticipated scores in the NCLEX-RN Categories of Health Promotion and Maintenance, Psychosocial Integrity, Management of Care, and Basic Care and Comfort. Based on the data coming from one semester, instead of two the faculty did not feel it properly represented the program.

The faculty made the recommendation to review the program assessment data on a yearly basis (July) to make decisions on program changes. The new assessment plan will pair with the new curriculum that will be implemented in fall 2016. The faculty will focus their energy on ensuring the new curriculum does not have any gaps or weaknesses based on the 2016-2017 assessment data.

Summary of Analysis

The Program Assessment Plan for the Associate Degree Nursing Program requires annual review of assessment data with any corresponding curriculum/program decisions (see attached Program Assessment Regulation). Program Evaluation Meeting held on July 26, 2016, with the attached results presented (see meeting minutes attached). The NCLEX-RN Data information for the 2015-2016 cohort cannot be retrieved until March 2017. That data will be added to the report at the time it is available from Mountain Measurement (authorized distributor of NCSBN). This data has since been added to the report with the Mountain Measurement Report.

The program had a NCLEX-RN pass rate of 81.25% for 2015 and 89% for 2016. The faculty worked during the 2015-2016 academic year to create a new curriculum for the program to include the mission, philosophy, program outcomes, course outcomes, addition and deletion of courses, new lesson plan, etc. The faculty will monitor the 2016-2017 assessment data to determine if the new curriculum has any gaps in the curriculum. The old curriculum represented in the 2015-2016 assessment plan will not be modified as it will complete its teach out phase in December 2017.

Are there any anomalies in the results that were noticed?

There were no anomalies 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?

At this point, the faculty believe that the data represents the old curriculum and instruction.

Were there any patterns in the data observed?

No discernible pattern was displayed, however, the faculty are going to monitor the Basic Care and Comfort and Health Promotion categories' data as they relate strongly to the curriculum in the first year of the program. If they continue to be lower than anticipated, then a closer look at implementation for increasing those scores based on second year curriculum may be needed.

Use of Results for Improvement

Based on the 2015-2016 assessment data, the faculty are going to place a focus on health promotion and basic care and comfort with each lesson throughout the curriculum. The new curriculum (implemented fall 2016) will place a focus on Management of Care in the first semester and then reinforce the content throughout the curriculum. In the teach-out curriculum, the concepts that relate to Management of Care are focused in the third and fourth semesters. Faculty made this change in the new curriculum based on lower than anticipated scores in the Management of Care area.

The faculty will continue to collect data in 2016-2017, especially with the new curriculum implementation, to ensure enough data for meaningful decision-making. The faculty will monitor closely for any gaps in the curriculum or areas of potential weaknesses with the new curriculum implementation. The first generic cohort to graduate under the new curriculum will occur in May 2018, so significant curriculum changes may wait until that cohort has completed (pending any major findings in 2016-2017).

The faculty have revised the proctored assessment program rule. This rule will now allow students to re-take the HESI proctored examination following remediation to improve their score

and gain additional points. The faculty believe this addition will be helpful in data collection to show a true picture of the students and the program.

Based on the implementation of the new curriculum in fall 2016, no further curriculum changes will occur for the teach-out curriculum at this time.

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 a part of the overall assessment process for the program, a major program and curriculum revision occurred in 2015-2016. Changes made that impact student learning outcomes include: a new lesson plan format, review of the NCLEX-RN test plan for consistency with curriculum, initiation of a nursing student orientation, students receiving an NCLEX-RN test plan, increased faculty development, increased number of full-time faculty, decreased clinical group size, nursing tutoring hours established, admission criteria changed, focused NCLEX-RN review sessions, and increased communication within the program. Details on each area of change are listed below.

1. Creation of new lesson plan format
 - a. Allows for more consistency and assurance topics are covered consistently (implemented in fall 2016).
2. Review of the NCLEX-RN test plan for consistency with curriculum.
 - a. Mapped the current NCLEX-RN test plan to the new curriculum. The review allowed for any gaps in the old curriculum to be fixed for the current cohorts of

students. (review occurred 2015-2016 academic year with implementation fall 2016)

3. Initiation of Nursing Student Orientation

- a. All new students to the nursing program are required to complete a Nursing Student Orientation the week or so prior to the start of the program. The focus of this session is to cover the Nursing Student Handbook, orient students to concept based curriculum, and provide the NCLEX-RN test plan to each student.

4. NCLEX-RN test plan given to all students in the program.

- a. All current students were supplied with a copy of the NCLEX-RN test plan. The students were encouraged to take the plan to each class and to ensure all material is covered.
- b. New students to the program are given their copy during the Nursing Student Orientation described above.

5. Curriculum Revision

- a. New curriculum created for adoption in fall 2016. Reduction of credit hours from 72 to 64 credit hours program.
- b. Placed new concepts in NURS 238 instead of allowing for a repeat of program concepts.
- c. Moved concepts in the curriculum to allow for a better introduction of material.
- d. Created a Pharmacology in Nursing course, Critical Thinking in Nursing course, and the Transition into Professional Nursing course. Removed the Geriatrics course, Role Integration, and QUEST.

- e. Decreased general education courses by removing LBSC 100, CHEM 111, SOCI 111, IST 100, PSYC 111.
- f. Decreased nursing course hours: NURS 218 (4 to 3), NURS 219 (8 to 7), NURS 238 (6 to 5).
- g. Re-evaluation of textbooks. Changed NURS 218 textbook based on student and faculty feedback. Changed dosage calculation book to one that demonstrates three different formulas for students to use.

6. Increased Faculty Professional Development Opportunities, Topics Included:

- a. Conceptual based teaching
- b. Item/Exam writing
- c. Item Analysis
- d. Clinical and classroom best practices
- e. Incivility in the classroom
- f. Three faculty members traveled to the Nurse Education Conference in Columbia
- g. Four faculty members traveled to the Innovative Best Practices Conference in Sedalia
- h. All faculty had access to the Nurse Tim webinars
- i. Faculty completed Sigma Theta Tau courses for professional development.

7. Consistency of Regulations/Administration of Program

- a. All faculty were required to submit their lesson activities, presentations, materials, etc. prior to implementation to the Director of Nursing Education.
- b. All exams were submitted to the Director of Nursing Education prior to administration for approval.

- c. Any exam requiring greater than 10% change following item analysis required
Director of Nursing Education approval.
- d. New regulations created for implementation in 2016-2017:
 - i. Achievement Test (updated)
 - 1. Changed the points possible for the proctored examinations. Allows for re-test to count towards increasing points in class.
 - ii. Achievement Test Schedule (updated)
 - 1. Updated to reflect the new curriculum schedule.
 - iii. Attendance (Updated)
 - 1. Removed submission of letter for absence. Created Attendance-Special Circumstance rule for any needs.
 - iv. Attendance-Special Circumstances (new)
 - 1. Addressed long-term absences or absences for jury duty, military service, vehicle accident, etc.
 - v. Calendar and Clinical Rotations (new)
 - 1. Required same format of clinical and calendars. Required information on each specified for faculty to follow. Review of each required by the Director of Nursing Education prior to publishing to students.
 - vi. Clinical Experiences (updated)
 - 1. Agreed upon clinical experiences updated including dialysis, wound care, etc.
 - vii. Coordinator Positions (updated)

1. Updated to include the stipends each coordinator receives along with any release time for the position.
- viii. CPR Requirement (new, 2015-2016)
1. Specified AHA or ARC training center required for CPR certification.
- ix. Evaluations (new)
1. Stated that student evaluation surveys would not be returned to faculty until after final grades were posted for the course.
- x. Examinations by concepts (new)
1. New program rule that details the number of examination question per concept to ensure consistency among all program options.
- xi. Examination Progression Level (new)
1. New program rule that details the percentage of examination questions by Bloom's taxonomy level. Ensures consistency in examinations among all program options.
- xii. Examination Regulation (updated)
1. Updated program rule to detail that students' scantrons are the final answer and only graded portion of the examination with the exception of any alternate item format questions.
- xiii. Faculty Workload (new)
1. This program rule was established to meet Missouri State Board of Nursing and Accreditation for Commission in Education in Nursing standards. The workload rule provides detailed information on the

four areas of faculty responsibility including teaching, practice, scholarship, professional development, and service.

xiv. Irregular Admissions: Transfers and Readmission Regulation (updated)

1. Updated program rule to discuss a new component in the readmission rule. Students seeking re-admission are now required to complete a re-admission final examination to determine placement within the program. The student is then scored on an Irregular Admissions Rubric to determine if they are able to re-admit to the program.

xv. Item Analysis (new, 2015-2016)

1. This program rule requires item analysis of examination questions under certain criteria. The rule provides a guide for decision making related to questions under item analysis review.

xvi. Medical Surgical Clinical Paperwork (updated)

1. This program rule was updated to include the new clinical paperwork developed by the faculty. Reduced overall paperwork required in the clinical setting and shifted to a concept-based view to match the concept-based curriculum.

xvii. NCLEX-RN Failure Plan for Graduate Nurses (new)

1. Developed to address the needs of the program's students that are unsuccessful on the NCLEX-RN on their first attempt.

xviii. Points Available in Class (updated)

1. Updated rule to allow for total points in the class based on the new curriculum changes.
- xix. Program Assessment (new)
1. Rule developed to formalize the data collection, analysis, and evaluation of program assessment.
- xx. Request for Accommodations (new)
1. Created to describe the accommodations made in the nursing program and the path to request those accommodations. This was done in response to a large number of requests for accommodations in one semester.
- xxi. Skills Laboratory Check-off (updated)
1. Updated to include specific skills that require instructor check-off.
- xxii. Skills Laboratory Remediation (new)
1. Update to include the process the student completes if unsuccessful on their first, second, or third attempt at a skills laboratory check-off.
- xxiii. Student Retention and Progression Program (new)
1. This rule was developed to allow for a mentoring program for students deemed at –risk. The at-risk criteria were established along with parameters for the mentors.
- e. Observation/Evaluation of all faculty members in both the clinical and classroom environment.

- i. The observation of all faculty members in the clinical and classroom environment allowed for one-on-one professional development and remediation of faculty to ensure proper instruction of students.

8. Addition of three faculty positions.

- a. One faculty member for Sikeston LPN-RN Bridge program. One faculty member for the evening Poplar Bluff program. One faculty member for the day Poplar Bluff program.
- b. Based on the demands of 3:1 clinical ratio, the faculty had little time for preparation or tutoring of students. The addition of the positions allowed for the faculty to now complete two hours of tutoring per week in our Nursing Tutoring Lab.
- c. The increase in faculty positions allowed for a lower clinical size ratio from 8:1 to 6:1 that allows for more direct contact with an instructor in the clinical setting.
- d. The increase in faculty positions allowed for faculty preparation time and program evaluation time. These are both critical to program success.

9. Decrease in clinical group size.

- a. Faculty were taking anywhere from 6-10 students per group to a clinical rotation. This did not allow for meaningful learning as the faculty member was consistently busy keeping up with the students and skills.
- b. The mandatory ratio is no less than or equal to 6:1 students per group. This allow for more meaningful clinical experiences for students.
- c. The increase in faculty by three full-time positions allowed the clinical group size to decrease. The decrease in clinical size allows for more one-on-one clinical instruction time with a faculty member.

10. Nursing Tutoring Hours

- a. Faculty volunteered for tutoring hours in spring 2016. Now required to complete two hours of tutoring per week for students.
- b. Faculty tutoring hours were implemented in response to a need by students to have assistance with studying. Faculty were spending large amounts of time tutoring one-on-one in their offices and not having time to prepare for class. The tutoring sessions allow for group study and faculty preparation time.

11. Additional secretarial support

- a. This allowed faculty resources for typing exams, filing papers, etc. The part-time assistant is now able to help compile program assessment data to allow faculty a clear picture of student learning outcome data for decision making.

12. Admission Criteria

- a. Increased to 2.75 GPA and 110 NLN PAX-RN examination score in fall 2016.

13. Focused NCLEX-RN Review Sessions

- a. Focused review sessions were completed for the graduating cohorts based on their results from their HESI Exit Examinations.

14. Increased communication within the program

- a. Weekly meeting occurred between the Director of Nursing Education and the Coordinators.
- b. Monthly Nursing Faculty meetings occurred.
- c. Monthly Nursing Curriculum meetings occurred in 2015-2016.
- d. Supplemental Committees were assigned based on tasks needing completed within the program with reports to the Department Chair.

e. Monthly Faculty Development workshops with associated regulations.

What is the proposed timeline for the changes outlined above?

The changes have a variety of implementation dates including: a new lesson plan format (implemented all 2016), review of the NCLEX-RN test plan for consistency with curriculum (review occurred in 2015-2016 with implementation of new curriculum in fall 2016), initiation of a nursing student orientation (implemented spring 2016), students receiving an NCLEX-RN test plan (implemented fall 2015), increased faculty development (implemented fall 2015), increased number of full-time faculty (happened between fall 2015 and spring 2017), decreased clinical group size (implemented in fall 2016), nursing tutoring hours established (implemented in spring 2016 on a volunteer basis, full-time implementation in fall 2016), admission criteria changed (implemented in fall 2016), focused NCLEX-RN review sessions (implemented in spring 2016), and increased communication within the program (implemented in fall 2015).

Three Rivers College

THE COMMUNITY COLLEGE OF SOUTHEAST MISSOURI

Paramedic AAS

Program Level SLO Report

Tami Cunningham – Program Manager

2015-16

Program Purpose Statement

AAS-Paramedic Purpose: Career and Technical Education. This program prepares EMTs to achieve an Associate of Applied Science degree, to apply for National Registry Examination for paramedic licensure, and 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).

One-Year Certificate Paramedic Purpose: This program prepares EMTs to achieve an Associate of Applied Science degree, to apply for National Registry for paramedic licensure, and 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.

Program 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, considerate, and cooperative manner with all members of the healthcare team.
5. Utilize knowledge of principles in asepsis, normal/abnormal anatomy and physiology, microbiology, and pharmacology.

Paramedic Course Mapping

Course Student Learning Outcomes (Program Outcome Ties in Parenthesis)

EMDS 105 EMS I

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Assess the nature and seriousness of the patient's condition or extent of injuries to provide emergency medical care.	2
2	Choose appropriate emergency medical care based on assessment findings of the patient's condition.	3
3	Safely and effectively perform the roles and responsibilities of the EMT-basic job description.	1

EMDS 150 Pharmacology for Pre-Hospital Professionals

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Explain the pharmacokinetic principles of absorption, distribution, metabolism, and excretion.	5
2	Demonstrate basic assessment skills related to major body systems to determine the need for pharmacological intervention.	1
3	Calculate medication dosages in preparation for patient administration.	5
4	Calculate intravenous drip rates for a variety of medications and fluids.	5
5	Demonstrate safe medication administration techniques.	1
6	Demonstrate safe medication administration techniques.	1
7	Assess the effectiveness of the treatment provided.	1

EMDS 201 EMS II

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	List the roles and responsibilities of the paramedic; personal wellness, injury prevention activities, legal issues that impact and the role that ethics play in decisions made in the pre-hospital setting.	1
2	Apply the general concepts of pathophysiology principles of pharmacology of cardiology and with performing electrocardiograms, assessment and management of medical emergency patients, formulate a field impression, and implement a pharmacologic management plan.	5
3	Safely access the venous circulation and administer medications by all routes to patients of all ages, assist with drawing arterial blood gases.	1

4	Integrate the principles of therapeutic communication to effectively communicate with patients, integrate the physiological, psychological and sociological changes throughout human development with assessment and communication strategies for patients of all ages.	2
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EMDS 202 EMS Internship I

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Demonstrate professional conduct and communication skills with patient, families, healthcare team, and the community as a professional paramedic.	4
2	Initiate intravenous administration with/without fluid and/or medication administration by all routes.	2
3	Provide proper care and treatment to the medical, trauma, obstetric patients; and newborn infants.	1
4	Place advanced airway devices and administer care of an advanced airway.	2
5	Recognize, assess, and safely manage pre-hospital patients with medical emergencies.	5

EMDS 204 EMS III

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Describe the pathophysiology, causes, and compensatory mechanisms of shock; and the assessment, management, and stabilization of patients in shock.	2
2	Apply the general concepts of pathophysiology principles of pharmacology of cardiology; formulate a field impression; implement a pharmacologic management plan.	2
3	Demonstrate the basic skill to perform a patient assessment with proper treatment for the medical patients.	3
4	Identify, assess, and safely manage pre-hospital patients with head, neck, and spinal injuries, with body cavity trauma, with musculoskeletal injuries and all traumatic injuries.	3

EMDS 205 EMS Internship II

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Safely intubate adult patients, perform oral and nasal pharyngeal and tracheal suctioning.	5
2	Accurately demonstrate venipuncture and administer medications using all routes.	5

3	Demonstrate the proper care of patients on ventilators, and with electrical defibrillation, cardioversion, and external pacing.	5
4	Safely manage trauma patients.	5

EMDS 207 EMS IV

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Identify, assess, and safely manage pre-hospital patients with gynecological emergencies including pelvic inflammatory disease (PID), non-traumatic gynecological abdominal pain, and rape and sexual assault.	2
2	Recognize, assess, and safely manage pre-hospital patients suffering obstetric emergencies and complication of pregnancy, labor, delivery, postpartum, and care of newborns.	2
3	Recognize, assess, and safely manage pre-hospital patients exhibiting behavioral and psychiatric emergencies.	1
4	Recognize, safely manage the different types of scenes: such as crime, HazMat, and rescue.	4

EMDS 208 EMS Internship III

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Demonstrate the ability to perform a comprehensive assessment on pediatric, adult, geriatric, obstetric, trauma, and psychiatric, and behavioral patients; formulate and implement a treatment plan.	3
2	Safely perform basic and advanced airway interventions, intravenous and medication administration skills, interpret cardiac dysrhythmias on pre-hospital patient in ECG monitors and ECG paper.	2
3	Demonstrate the ability to serve as a team leader in a variety of pre-hospital emergency situations.	4

Program Outcome #1

Provide a safe, supportive and effective environment.

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	3	Sections: 1 Students: 3	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 0	No

Course being reported: EMDS 202 EMS Internship I

Face to Face Sections	
EMS Operations	1 Novice 1 Competent
Patient Assessment	2 Competent
Preparatory	2 Competent

Course being reported: EMDS 208 EMS Internship III

Face to Face Sections	
EMS Operations	3 Competent
Patient Assessment	3 Competent
Preparatory	3 Competent

Program Outcome #1 Rubric

Criteria	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.

Program Outcome #2

Manage emergency situations using sound judgment and protocol/procedures to respond in an efficient 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?
EMDS 202	EMS Internship I	1	2	Sections: 1 Students: 3	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 1	No
EMDS 208	EMS Internship II	1	3	Sections: 1 Students: 3	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 1	No

Course being reported: EMDS 202 EMS Internship I

Face to Face Sections

Airway management	1 Novice 1 Competent
ECG Recognition	1 Novice 1 Competent
Judgement	1 Novice 1 Competent
Medical	1 Novice 1 Competent
Skills	2 Competent

Course being reported: EMDS 208 EMS Internship III

Face to Face Sections

Airway Management	1 Competent 2 Mastery
ECG Recognition	3 Competent
Judgement	1 Competent 2 Mastery
Pediatric Assessment	3 Competent
Skills	1 Competent 2 Mastery
Special Patients	3 Competent
Trauma	1 Competent 2 Mastery

Program Outcome 2 Rubric

Criteria	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.

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 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	2	33	Sections: 1 Students: 1	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 1	No
EMDS 202	EMDS Internship II	1	2	Sections: 1 Students: 1	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 0	No
EMDS 208	EMS Internship III	1	3	Sections: 1 Students: 3	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 0	No

Course being reported: EMDS 105 EMS I

Face to Face Sections	
Patient Care	1 No Evidence 5 Novice 11 Competent 16 Mastery

Course being reported: EMDS 202 EMDS Internship I

Face to Face Sections	
Patient Care	1 Novice 1 Competent

Course being reported: EMDS 208 EMS Internship III

Face to Face Sections	
Patient Care	1 Competent 2 Mastery

Program Outcome 3 Rubric

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/

Program Outcome #4

Communicate in a professional, considerate, and cooperative manner with all 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?
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	3	Sections: 1 Students: 3	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 0	No

Course being reported: EMDS 201 EMS II

Face to Face Sections	
Communication (Attitude)	2 Competent
EMS Disaster	2 Competent

Course being reported: EMDS 202 EMS Internship I

Face to Face Sections	
Communication (Attitude)	2 Competent
Communication (Dispatch)	1 Competent 1 Mastery

Course being reported: EMDS 208 EMS Internship III

Face to Face Sections	
EMS Disaster	2 Competent

Program Outcome 4 Rubric

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.

Program Outcome #5

Utilize knowledge of principles in asepsis, normal/abnormal anatomy and physiology, microbiology, and pharmacology.

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 150	Pharmacology for Pre-Hospital Professionals	1	4	Sections: 1 Students: 4	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 0	No
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	3	Sections: 1 Students: 3	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 0	No

Course being reported: EMDS 150 Pharmacology for Pre-Hospital Professionals

Face to Face Sections

Knowledge	4 Mastery
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Course being reported: EMDS 201 EMS II

Face to Face Sections

Medication Administration	2 Competent
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Course being reported: EMDS 205 EMS Internship II

Face to Face Sections

Patient Assessment	2 Competent 1 Mastery
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Program Outcome 5 Rubric

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.

Summary of Results

Based on the data in EMDS 105 there are a few students that reach the mastery level. The range is very broad for this course. The reason is due to this course being a fundamental course that has a vast amount of material covered in a semester. The students grasp the knowledge and have the basic skills, however the students really needs to use their learned skills on a daily bases in the field (work environment). This will come with experience. Increasing the number of contact hours and clinical hours that is required has strengthened the EMT student who applies to the paramedic program.

EMDS 150 is a course where students are scoring at mastery level by the end of the semester. The same students are progressing to EMDS 201 and the entry students are mostly at the novice level. The data show the students are not retaining the information from EMDS 105 to EMDS 201. Students are not applying the information and not using the information for 6 weeks and this is leaving the student deficient in pharmacology.

In EMDS 200 level courses, the data show the entry level testing is not solid at this time and more data is needed to have a baseline cut score. The students' time in simulations has increased and this is providing a great amount of insight regarding the strengths of each individual student. The plan is for each student to achieve understanding and competency to provide the best critical care for the patient under high stress in a controlled environment while having direct supervision in simulations. Placing the student in the realism of emergency care takes the learning to a higher level.

Summary of Analysis

Increase simulation in EMDS 201 will occur in fall 2016. The students have a wide range of skill level at the beginning of the course. This is depending on how strong their basic skills are from EMDS 105 and their gained experience in their career. An improvement is seen as the student continues to grow from their current level to the competency or mastery level within the program. The student is assessed while performing a patient situation within our controlled simulations area and under the direct supervision of a clinical preceptor using assessment rubrics

EMDS 150: Consider the removal of EMDS 150 to allow the students to have more exposure to the content of this material and application all on the same course and semester. Hoping to increase the student's retention of pharmacology applications and knowledge.

Increasing the contact hours of EMDS 105 has shown to increase the students' knowledge and application of EMS skills. This has been confirmed by our area services comments during our advisory meeting.

Book change in EMDS 201: This has reduced some of the financial burdens on the student and most of them like the new book.

The cut score for paramedic entrance testing: this will bring a higher level of entry-level EMS provider into the course. We now have 20 students that have taken an entry placement test, sat for national testing, we will now analyze these results and determine a cut score. We will then take the results to our advisory board for discussion and implement a cut score for the next cohort starting in fall 2017.

Are there any anomalies in the results that were noticed?

Yes, the expectation in EMDS 150, after the removal of the cardiac content, is students will have more time to concentrate on pharmacology and retain the information provided in the course. We expect the retention of pharmacology to continue in EMDS 201. This did not happen.

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 prove the students are not retaining the information from EMDS 150 to EMDS 201. In stating this, the data also prove the students' comprehension of the information for the course was at a mastery level in EMDS 150, but when they progressed to EMDS 201 the information was not retained. The majority of the students were at a novice level early in EMDS 201 and competent in late EMDS 201. The result is to consider the removal of EMDS 150 from the curriculum as it is not assisting students in meeting program outcomes and contributing to decreased enrollment.

Were there any patterns in the data observed?

The pattern in the above data are progression is seen in all of the corrections made from the data except in EMDS 150 resulting in the proposed removal of the class from the prerequisite.

Use of Results for Improvement

To provide a greater student success rate and higher quality entry level EMT was the focus for the program. The reason EMT level was such a big focus is the student must be a solid base EMT to build advanced paramedic skills to succeed as a paramedic student. In looking at the data and watching the students' progress, there was a gap in level of understanding. The EMDS 105 students were not allowed enough time to have a solid foundation to progress into a confident and highly skilled EMS provider. The ambulance services were observing small skills that were needed to be improved to ensure the student was successful. Discussions were had to look into the courses to see what could be done to increase the student' success. EMDS 105 had an instructor to student ratio of 1 to 1 and need to use the Nursing and Allied Health ration of didactic 1 to 15 and clinical 1-45 ration to increase the contact hour of the class. This was corrected with the first class fall of 2016. Data shown in program outcome #3 revealed out of 33 students there were 27 that were competent or mastery. Feedback from our area services managers was positive. The service managers indicated the EMT student (course EMDS 105) benefited from the increase in contact hours and felt the students were better prepared for the workforce. This was discussed in the 2017 spring advisory meeting. The EMDS 105 students who move on to EMDS 150 revealed another discrepancy. The students were having financial issues taking the prerequisite class and not progressing through the program because of financial burden. The second issue observed students that did progress on were completing the course level outcome at the mastery level in EMDS 150, but entering into EMDS 201 at a novice level and finishing EMDS 201 at a competent level. There was a disconnect somewhere. Discussions were happening

between the EMDS 150 instructor and the EMS Coordinator to attempt to find the problem and correct the issue. The decision was to remove some of the content (cardiac rhythm interpretation) of the course to allow more time for pharmacology. The hope was to allow the student more time to process and retain the information. Again, this did not happen. Discussions started again as to what corrective actions could be made. The decision to remove the course from the prerequisite and the information will be taught again in EMDS 201 because students are not retaining the information from the summer course EMDS 150. Students are not applying the information during that semester or the break from summer to fall and the information is lost and not retained. Approval from our accrediting bodies were obtained and an electronic vote was sent out to the advisory committee for their approval. The result was the unanimous passing of the removal of EMDS 150 from the current curriculum.

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?

EMDS 150: The removal of EMDS 150 will allow the students to have exposure to the content of this material and application of knowledge during the same course and semester in hopes of increasing the students' retention of pharmacology applications and knowledge.

Increasing the contact hours of EMDS 105 has shown the students' knowledge and application of EMS skills. This has been confirmed by our area services comments during our advisory meeting.

Book change in EMDS 202: this has reduced some of the financial burdens on the student, and most of them like the new book.

Cut score for paramedic entrance testing; this will bring a higher level of entry-level EMS provider into the course.

All of the improvements or changes have been discussed and approved by the EMS Advisory Committee, either in the meeting or via email.

What is the proposed timeline for the changes outlined above?

Removal of EMDS 150: Late spring 2017

Increase contact hours of EMDS 150: Fall of 2016

Book change in EMDS 202: Fall of 2017

Cut score for TEAS entrance test: Fall 2018

Three Rivers College

THE COMMUNITY COLLEGE OF SOUTHEAST MISSOURI

Practical Nursing

Program Level SLO Report

Kelly Bowling – Program Manager

2015-16

Program Purpose Statement

The purpose of this nursing program is to prepare students to achieve a one-year certificate, to apply for licensure by examination as a Licensed Practical Nurse, and to use the nursing process in providing safe and effective nursing care for clients in structured primary and secondary care settings.

Program Outcomes

1. Plan safe, effective nursing care to individuals from a diverse background and developmental stage. (Synthesis)
2. Practice effective communication as a member of the healthcare team. (Application)
3. Employ the practical nursing scope of practice and legal/ethical frameworks. (Application)
4. Plan individualize nursing care using critical thinking skills and clinical decision making. (Synthesis)

Practical Nursing Course Mapping

PNRS 105: Personal and Vocational Concepts

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Recognize the impact of diverse client backgrounds on nursing practice.	1
2	Describe the role of the licensed practical nurse as an effective member of the healthcare team.	3
3	Discuss the legal and ethical frameworks related to nursing practice.	3
4	Explain quality improvement processes.	3
5	Discuss nursing history and trends.	3
6	Identify strategies that will help ensure success in the practical nurse program.	4

PNRS 107: Body Structure and Function

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Demonstrate a beginning knowledge of basic gross anatomy and basic microscopic anatomy of the human body.	4
2	Demonstrate an understanding of the basic principle of physiology associated with each body system.	4
3	Apply fundamental scientific principles of anatomy and physiology while utilizing critical thinking skills.	4
4	Demonstrate a basic knowledge of vocabulary associated with anatomy and physiology.	4

PNRS 115: Fundamentals of Nursing

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Provide safe nursing care to meet the basic physiological needs of a diverse client population.	1
2	Demonstrate safe medication administration	1
3	Recognize effective communication skills in the clinical setting.	2

4	Recognize the role of the practical nurse as a member of the healthcare team.	3
5	Apply the nursing process to meet the client's needs.	4

PNRS 117: IV Therapy

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Demonstrate knowledge of drug and parenteral solutions.	1
2	Apply the principles of IV therapy to a diverse population.	1
3	Recognize the scope of practice for the LPN in performing intravenous therapy.	3
4	Recognize IV therapy-related local and systemic complications	4
5	Identify various types of commonly used IV therapy equipment.	4

PNRS 116: Pediatrics

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Provide safe nursing care for the pediatric client.	1
2	Apply appropriate communication techniques for the pediatric client.	3
3	Recognize normal child growth and development and deviations from normal.	4
4	Identify community resources available to the pediatric client.	4

PNRS 118: Medical Surgical Nursing I

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Utilize the nursing process and critical thinking skills in providing safe, individualized care to clients with selected medical/surgical disorders.	1, 4
2	Demonstrate nursing care of the surgical client.	1
3	Apply effective communication skills in the clinical setting.	2
4	Demonstrate the role of the practical nurse as a member of the healthcare team.	3

PNRS 119: Medical Surgical Nursing II

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Demonstrate safe nursing care of the medical surgical client.	1
2	Apply effective communication skills in the clinical setting.	2
3	Demonstrate the role of the practical nurse as a member of the healthcare team.	3
4	Predict the medical-surgical clients' response to treatment and nursing care.	4
5	Plan individualized nursing care for the medical surgical client using critical thinking skills and clinical decision making.	4

PNRS 125: Maternal-Newborn Nursing

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Examine specific health promotion needs for the maternal and newborn clients.	1
2	Demonstrate safe nursing care for maternal-newborn clients.	1
3	Recognize alteration in delivery for maternal clients.	4
4		

PNRS 126: Pharmacology

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Identify the nursing implications related to pharmacological therapy	1
2	Apply the knowledge of pharmacological therapy to client education.	1
3	Recognize the intended actions and expected client responses to pharmacological classifications and representative drugs.	1

PNRS 128: Leadership

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Organize safe nursing care through collaboration with the healthcare team.	2
2	Recognize leadership roles of the licensed practical nurse.	3
3	Prepare for the transition into the role of graduate practical nurse.	3

PNRS 127: Mental Health

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Utilize the nursing process to assist in planning individualized care to clients with mental health disorders.	4
2	Identify compliance issues for the mental health client.	4
3	Discuss therapeutic communication strategies used in the mental health setting.	2

PNRS 129: Geriatrics

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Describe the biological and psychosocial theories of aging.	4
2	Describe changes associated with aging including: physical, psychological, socioeconomic, and spiritual.	4
3	Identify community resources available to the older adult.	4

Program Outcome #1

Plan safe, effective nursing care to individuals from a diverse background and developmental stage.

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	18	Sections: 1 Students: 18	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 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	1	2	15
Reduction of Risk Potential	1	0	0	12

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				X 67
Reduction of Risk Potential			X 65	

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.

Program Outcome #2

Practice 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	18	Sections: 1 Students: 18	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: PT: 0	Y

Artifacts: ATI Predictor Examination

Coordinated Care				
Course	No Evidence <55%	Novice 55-59.9%	Competent 60-64.9%	Mastery >65%
Coordinated Care	1	3	4	10

Artifact: NCLEX-PN Examination Results

NCLEX-PN Categories				
Course	No Evidence 0-30	Novice 31-49	Competent 50-65	Mastery >65%
Coordinated Care				X 66

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.

Program Outcome #3

Employ the practical nursing scope of practice and legal/ethical frameworks.

*This outcome is measured by the same data as Program Outcome #2. This is done because of the distribution of content in the NCLEX-PN test plan in relation to the LPN curriculum.

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	18	Sections: 1 Students: 18	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: PT: 0	Y

Artifacts: ATI Predictor Examination

Coordinated Care				
Course	No Evidence <55%	Novice 55-59.9%	Competent 60-64.9%	Mastery >65%
Coordinated Care	1	3	4	10

Artifact: NCLEX-PN Examination Results

NCLEX-PN Categories				
Course	No Evidence 0-30	Novice 31-49	Competent 50-65	Mastery >65%
Coordinated Care				X 66

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.

Program Outcome #4

Plan individualize nursing care using critical thinking skills and clinical decision making.

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	18	Sections: 1 Students: 18	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: PT: 0	Y

Artifacts: ATI Predictor Examination

NCLEX-PN Categories				
Course	No Evidence <55%	Novice 55-59.9%	Competent 60-64.9%	Mastery >65%
Health Promotion and Maintenance	1	0	4	13
Psychosocial Integrity	7	1	1	9
Basic Care & Comfort	1	0	0	17
Pharmacological Therapies	9	1	5	3
Physiological Adaptation	2	0	3	13

Artifact: NCLEX-PN Examination Results

NCLEX-PN Categories				
Course	No Evidence 0-30	Novice 31-49	Competent 50-65	Mastery >65%
Health Promotion and Maintenance			X 64	
Psychosocial Integrity			X 65	
Basic Care & Comfort				X 68
Pharmacological Therapies			X 63	
Physiological Adaptation			X 58	

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.

Summary of Results

Based on the results, the faculty recognized that the psychosocial integrity and pharmacology therapy categories demonstrated the highest number of students not meeting the benchmark of 60%. According to the Mountain Measurement NCLEX-PN data, both categories are above the 50th percentile passing benchmark. These areas will be monitored closely in the 2016-2017 SLO data collection and report for similar findings.

The NCLEX-PN Data showed that the program was well above the passing standard in all NCLEX-PN categories. The program notes that the ATI Predictor Examination corresponds fairly closely to the NCLEX-PN results. For example, the Basic Care and Comfort category had all but one student benchmarking on the ATI Predictor examination, and the students scored in the 68th percentile for the category on the NCLEX-PN. The faculty believe that the ATI Predictor Examination is providing meaningful data to the program about student learning.

The faculty created a new curriculum to be implemented in July 2016 that could produce different results. As such, no additional changes will be made to the program at this time pending implementation and data collection from the new curriculum.

Summary of Analysis

Research was completed by the program coordinator to establish more meaningful benchmarks for the ATI Predictor examination. The program coordinator spoke with fellow LPN program directors to determine their findings of predictability while using the ATI predictor examination, spoke with the ATI company representatives, and looked at past graduate results and corresponding NCLEX-PN status to determine appropriate benchmarks for the examination. Based on these new benchmarks students scoring below 60% on the ATI Predictor Examination are less likely to pass the NCLEX-PN successfully.

Psychosocial Integrity and Pharmacological Therapy demonstrated the highest number of students scoring below 60%. While the faculty are concerned about these two areas, a new curriculum will be implemented with the next cohort (2016-2017), so the faculty have decided to wait and see the results of data collection from that cohort to determine if the new curriculum has similar results that would indicate a need for programmatic change. As well, the NCLEX-PN data shows that the graduates scored at the 65th percentile for this category, well above the passing standard of the 50th percentile.

Are there any anomalies in the results that were noticed?

Yes, in the Reduction of Risk Potential Category only 13 students received a benchmark score. This could be due in part to the creation and administration of the examination by ATI. The students are given a variety of questions that represent a mock NCLEX-PN. Students may not have all received questions in this category attributing to the anomaly.

The faculty will monitor this in the next cohort's examination to determine if there is any potential issue with the examination that could impact program assessment of student learning.

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 program faculty believe the data is valid and reliable for program changes. Based on the correlation of the NCLEX-PN data to the ATI Predictor Examination, the faculty feel more confident in their data collection method to determine student learning within the program. The faculty will be expanding data collection points in the 2016-2017 cohort SLO report. As the program coordinator and one faculty member were new to the program, the decision was made to monitor data over the 2016-2017 academic year to look for new data collection points to give feedback on student learning throughout the program instead of just at the end of the program.

With the graduation of the 2015-2016 cohort, the faculty reviewed the ATI Predictor Examination results (the NCLEX-PN results were not available until May 2017). During the summer of 2016, the faculty created a new curriculum for the program to increase student learning, promote consistency, and remove duplication of content. The faculty created a new program mission and philosophy, new program outcomes, new course descriptions and course outcomes, and new lesson plans for each course in the program. Based on these changes, the faculty will monitor the 2016-2017 SLO data for potential curriculum gaps or needed curriculum modifications.

Were there any patterns in the data observed?

Pattern shows that the majority of the students benchmarked in all areas on the ATI Predictor Examination. The data shows that students performed well on the NCLEX-PN with the lowest category being Physiological Adaptation at the 58th percentile (50th percentile is passing).

The ATI Predictor Examination being accurate is important as the program is held to an 80% NCLEX-PN first time pass rate standard by the Missouri State Board of Nursing.

Use of Results for Improvement

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?

Several changes were made by the faculty to potentially increase student learning outcome performance in 2016-2017. Changes included: students receiving the NCLEX-PN test plan, mapping of the curriculum, new lesson plan format, new curriculum (including new mission, philosophy, program outcome, course outcomes, lesson objectives, clinical experiences, etc.), and new program coordinator and faculty member.

The program made changes for the 2016-2017 cohort after reviewing program data including an increasing attrition rate and a lower than anticipated NCLEX-RN pass rate in 2015. The first change the faculty made was to review the program curriculum. Based on the new NCLEX-PN test plan that was released in 2016, the faculty made the decision to compare the current curriculum to the new test plan. After reviewing the new test plan, the faculty decided to do a complete program review and revision.

The faculty started by creating a new mission and philosophy for the program. After that the faculty developed new program outcomes to be measureable and more representative of the NCLEX-PN's definition of minimum competency as an LPN. The faculty then created new lesson objectives and clinical experiences.

The faculty made the decision to provide each student a copy of the NCLEX-PN test plan upon admission to the program. The faculty will then use the test plan throughout the program to increase student learning and student awareness regarding the NCLEX-PN.

Each lesson plan for the curriculum was mapped to the NCLEX-PN test plan. This allows the students to follow the curriculum and ensure they are taught all of the information required by the NCLEX-PN for minimum competency as a LPN.

A new lesson plan format was created that allowed the faculty to identify a lesson objective, area of focus, diagnostic/lab/equipment, skills laboratory focus, and NCLEX-PN Test Plan area. This new lesson plan allows the faculty and students to clearly see the connection between the content area on the NCLEX-PN, the correlating diagnostics, laboratory, equipment, and skills laboratory focus relevant to lesson objective.

What is the proposed timeline for the changes outlined above?

All of the above described changes occurred during the summer of 2016. Implementation of the changes will occur during the 2016-2017 academic year for the LPN cohort.

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