

Health & Public Safety Division
2016 Assessment of Student Learning Report

Prepared by Lynne Ross

I. Institution-Level Results by Department

Cosmetology

<u>ISLO</u>	<u>Exemplary (4)</u>		<u>Accomplished (3)</u>		<u>Developing (2)</u>		<u>Beginning (1)</u>		<u>Scores Recorded</u>	<u>N/A Count</u>	<u>Target Achieved</u>	
	<u>Count</u>	<u>Percent</u>	<u>Count</u>	<u>Percent</u>	<u>Count</u>	<u>Percent</u>	<u>Count</u>	<u>Percent</u>			<u>Count</u>	<u>Percent</u>
Professionalism	148	41.8%	135	38.1%	65	18.4%	6	1.7%	354	18	283	79.94%

Dental Assisting

<u>ISLO</u>	<u>Exemplary (4)</u>		<u>Accomplished (3)</u>		<u>Developing (2)</u>		<u>Beginning (1)</u>		<u>Scores Recorded</u>	<u>N/A Count</u>	<u>Target Achieved</u>	
	<u>Count</u>	<u>Percent</u>	<u>Count</u>	<u>Percent</u>	<u>Count</u>	<u>Percent</u>	<u>Count</u>	<u>Percent</u>			<u>Count</u>	<u>Percent</u>
Critical Thinking	2	1.82	59	53.64	49	44.55	0	0	110	0	61	55.45%
Communication	4	3.03	90	68.18	37	28.03	1	0.76	132	0	94	71.21%
Professionalism	109	51.9	82	39.05	19	9.05	0	0	210	0	191	90.95%

Dental Hygiene

<u>ISLO</u>	<u>Exemplary (4)</u>		<u>Accomplished (3)</u>		<u>Developing (2)</u>		<u>Beginning (1)</u>		<u>Scores Recorded</u>	<u>N/A Count</u>	<u>Target Achieved</u>	
	<u>Count</u>	<u>Percent</u>	<u>Count</u>	<u>Percent</u>	<u>Count</u>	<u>Percent</u>	<u>Count</u>	<u>Percent</u>			<u>Count</u>	<u>Percent</u>
Critical Thinking	114	40.71	115	41.07	47	16.79	4	1.43	280	0	229	81.79%
Communication	0	0	19	31.67	41	68.33	0	0	60	0	19	31.67%
Professionalism	144	51.06	109	38.65	28	9.93	1	0.35	282	0	253	89.72%

Emergency Medical Services

<u>ISLO</u>	<u>Exemplary (4)</u>		<u>Accomplished (3)</u>		<u>Developing (2)</u>		<u>Beginning (1)</u>		<u>Scores Recorded</u>	<u>N/A Count</u>	<u>Target Achieved</u>	
	<u>Count</u>	<u>Percent</u>	<u>Count</u>	<u>Percent</u>	<u>Count</u>	<u>Percent</u>	<u>Count</u>	<u>Percent</u>			<u>Count</u>	<u>Percent</u>
Professionalism	244	46.74	227	43.49	48	9.2	3	0.57	522	0	471	90.23%

Fire Science Technology

No institution-level assessment results reported.

Law Enforcement Academy

<u>ISLO</u>	<u>Exemplary (4)</u>		<u>Accomplished (3)</u>		<u>Developing (2)</u>		<u>Beginning (1)</u>		<u>Scores Recorded</u>	<u>N/A Count</u>	<u>Target Achieved</u>	
	<u>Count</u>	<u>Percent</u>	<u>Count</u>	<u>Percent</u>	<u>Count</u>	<u>Percent</u>	<u>Count</u>	<u>Percent</u>			<u>Count</u>	<u>Percent</u>
Professionalism	0	0	1	16.67	4	66.67	1	16.67	6	0	1	16.67%

Medical Assisting

<u>ISLO</u>	<u>Exemplary (4)</u>		<u>Accomplished (3)</u>		<u>Developing (2)</u>		<u>Beginning (1)</u>		<u>Scores Recorded</u>	<u>N/A Count</u>	<u>Target Achieved</u>	
	<u>Count</u>	<u>Percent</u>	<u>Count</u>	<u>Percent</u>	<u>Count</u>	<u>Percent</u>	<u>Count</u>	<u>Percent</u>			<u>Count</u>	<u>Percent</u>
Communication	22	22.92	60	62.5	14	14.58	0	0	96	12	82	85.42%
Professionalism	22	19.82	49	44.14	32	28.83	8	7.21	111	3	71	63.96%

Nurse Aide

<u>ISLO</u>	<u>Exemplary (4)</u>		<u>Accomplished (3)</u>		<u>Developing (2)</u>		<u>Beginning (1)</u>		<u>Scores Recorded</u>	<u>N/A Count</u>	<u>Target Achieved</u>	
	<u>Count</u>	<u>Percent</u>	<u>Count</u>	<u>Percent</u>	<u>Count</u>	<u>Percent</u>	<u>Count</u>	<u>Percent</u>			<u>Count</u>	<u>Percent</u>
Critical Thinking	8	5.33	127	84.67	10	6.67	5	3.33	150	15	135	90.00%
Professionalism	101	76.52	22	16.67	9	6.82	0	0	132	12	123	93.18%

Nursing

<u>ISLO</u>	<u>Exemplary (4)</u>		<u>Accomplished (3)</u>		<u>Developing (2)</u>		<u>Beginning (1)</u>		<u>Scores Recorded</u>	<u>N/A Count</u>	<u>Target Achieved</u>	
	<u>Count</u>	<u>Percent</u>	<u>Count</u>	<u>Percent</u>	<u>Count</u>	<u>Percent</u>	<u>Count</u>	<u>Percent</u>			<u>Count</u>	<u>Percent</u>
Critical Thinking	211	57.03	109	29.46	31	8.38	19	5.14	370	57	320	86.49%
Communication	14	3.29	108	25.35	256	60.09	48	11.27	426	0	122	28.64%
Professionalism	372	59.62	233	37.34	19	3.04	0	0	624	12	605	96.96%

Occupational Therapy Assistant

<u>ISLO</u>	<u>Exemplary (4)</u>		<u>Accomplished (3)</u>		<u>Developing (2)</u>		<u>Beginning (1)</u>		<u>Scores Recorded</u>	<u>N/A Count</u>	<u>Target Achieved</u>	
	<u>Count</u>	<u>Percent</u>	<u>Count</u>	<u>Percent</u>	<u>Count</u>	<u>Percent</u>	<u>Count</u>	<u>Percent</u>			<u>Count</u>	<u>Percent</u>
Communication	20	22.22	33	36.67	34	37.78	3	3.33	90	18	53	58.89%
Professionalism	129	55.13	86	36.75	19	8.12	0	0	234	0	215	91.88%

Physical Education

No institution-level assessment results reported.

Physical Therapy Assistant

<u>ISLO</u>	<u>Exemplary (4)</u>		<u>Accomplished (3)</u>		<u>Developing (2)</u>		<u>Beginning (1)</u>		<u>Scores Recorded</u>	<u>N/A Count</u>	<u>Target Achieved</u>	
	<u>Count</u>	<u>Percent</u>	<u>Count</u>	<u>Percent</u>	<u>Count</u>	<u>Percent</u>	<u>Count</u>	<u>Percent</u>			<u>Count</u>	<u>Percent</u>
Critical Thinking	44	48.89	46	51.11	0	0	0	0	90	0	90	100.0%
Communication	78	68.42	35	30.7	1	0.88	0	0	114	0	113	99.12%
Professionalism	87	80.56	16	14.81	5	4.63	0	0	108	0	103	95.37%

Psychiatric Technician

<u>ISLO</u>	<u>Exemplary (4)</u>		<u>Accomplished (3)</u>		<u>Developing (2)</u>		<u>Beginning (1)</u>		<u>Scores Recorded</u>	<u>N/A Count</u>	<u>Target Achieved</u>	
	<u>Count</u>	<u>Percent</u>	<u>Count</u>	<u>Percent</u>	<u>Count</u>	<u>Percent</u>	<u>Count</u>	<u>Percent</u>			<u>Count</u>	<u>Percent</u>
Critical Thinking	7	28	16	64	2	8	0	0	25	0	23	92.00%

Respiratory Care

No institution-level assessment results reported.

Radiologic Technology

<u>ISLO</u>	<u>Exemplary (4)</u>		<u>Accomplished (3)</u>		<u>Developing (2)</u>		<u>Beginning (1)</u>		<u>Scores Recorded</u>	<u>N/A Count</u>	<u>Target Achieved</u>	
	<u>Count</u>	<u>Percent</u>	<u>Count</u>	<u>Percent</u>	<u>Count</u>	<u>Percent</u>	<u>Count</u>	<u>Percent</u>			<u>Count</u>	<u>Percent</u>
Critical Thinking	92	29.68	160	51.61	53	17.1	5	1.61	310	0	252	81.29%

Surgical Technology

<u>ISLO</u>	<u>Exemplary (4)</u>		<u>Accomplished (3)</u>		<u>Developing (2)</u>		<u>Beginning (1)</u>		<u>Scores Recorded</u>	<u>N/A Count</u>	<u>Target Achieved</u>	
	<u>Count</u>	<u>Percent</u>	<u>Count</u>	<u>Percent</u>	<u>Count</u>	<u>Percent</u>	<u>Count</u>	<u>Percent</u>			<u>Count</u>	<u>Percent</u>
Critical Thinking	31	41.33	27	36	17	22.67	0	0	75	0	58	77.33%
Professionalism	45	62.5	24	33.33	3	4.17	0	0	72	0	69	95.83%

II. Course- & Program-Level Assessment Activities

Cosmetology

SLOs Assessed		Participation		Sample Size	Assessment Measures				Scoring Methods	
Prefix	Count	PT	FT		Direct Type	Count	Indirect Type	Count	Type	Count
COS 120, 121	1		2	24	Quiz/Test/Exam		Survey		Rubric	
					Essay/Research Paper		Reflection		Test Score	1
COS 261,262			4	40	Oral Presentation		Self-Assessment		Checklist	1
EST 210					Team-based Project		Peer Assessment		Holistic	
					Portfolio		Interview		Other (specify): 1 Hair cut on mannequin.	
					Simulation/Demonstration	2	Completion/Pass Rates	4		

Dental Assisting

SLOs Assessed		Participation		Sample Size	Assessment Measures				Scoring Methods	
Prefix	Count	PT	FT		Direct Type	Count	Indirect Type	Count	Type	Count
DEA 104,124, 128 & 134	1		3	7	Quiz/Test/Exam	2	Survey		Rubric	2
					Essay/Research Paper		Reflection		Test Score	
					Oral Presentation		Self-Assessment		Checklist	2
DEA 111	2		1	7	Team-based Project		Peer Assessment		Holistic	
DEA 125,111,131	1		1	7	Portfolio		Interview		Other (specify):	
					Simulation/Demonstration	2	Completion/Pass Rates			

Dental Hygiene

SLOs Assessed		Participation		Sample Size	Assessment Measures				Scoring Methods	
Prefix	Count	PT	FT		Direct Type	Count	Indirect Type	Count	Type	Count
DEH 266	1		X	14	Quiz/Test/Exam	1	Survey		Rubric	2
					Essay/Research Paper		Reflection		Test Score	
DEH 282	2		X	14	Oral Presentation	1	Self-Assessment		Checklist	
					Team-based Project		Peer Assessment		Holistic	
					Portfolio	1	Interview		Other (specify): 1 Natl Board DEH Exam	
					Simulation/Demonstration		Completion/Pass Rates			

Emergency Medical Services

SLOs Assessed		Participation		Sample Size	Assessment Measures				Scoring Methods	
Prefix	Count	PT	FT		Direct Type	Count	Indirect Type	Count	Type	Count
EMS 226, 228 230, 232, 234	1		4	18	Quiz/Test/Exam		Survey		Rubric	
					Essay/Research Paper		Reflection		Test Score	
					Oral Presentation		Self-Assessment		Checklist	
					Team-based Project		Peer Assessment		Holistic	
EMS 123,203 205	1			"All In program"	Portfolio		Interview		Other (specify): 2 Team evaluation tools	
			3		Simulation/Demonstration	2	Completion/Pass Rates			

Fire Science Technology

SLOs Assessed		Participation		Sample Size	Assessment Measures				Scoring Methods	
Prefix	Count	PT	FT		Direct Type	Count	Indirect Type	Count	Type	Count
FST 100	1		2	12	Quiz/Test/Exam		Survey		Rubric	1
					Essay/Research Paper		Reflection		Test Score	
					Oral Presentation		Self-Assessment	1	Checklist	
FST 100	1		2	12	Team-based Project		Peer Assessment	1	Holistic	
					Portfolio		Interview		Other (specify): 1 Instructor observation SLO 1).	
					Simulation/Demonstration	1	Completion/Pass Rates			

Law Enforcement Academy

SLOs Assessed		Participation		Sample Size	Assessment Measures				Scoring Methods	
Prefix	Count	PT	FT		Direct Type	Count	Indirect Type	Count	Type	Count
LEA 106			1	22	Quiz/Test/Exam	2	Survey		Rubric	
					Essay/Research Paper		Reflection		Test Score	2
					Oral Presentation		Self-Assessment		Checklist	
					Team-based Project		Peer Assessment		Holistic	
					Portfolio		Interview		Other (specify): 2 Instructor observation	
					Simulation/Demonstration	2	Completion/Pass Rates			

Medical Assisting

SLOs Assessed		Participation		Sample Size	Assessment Measures				Scoring Methods	
Prefix	Count	PT	FT		Direct Type	Count	Indirect Type	Count	Type	Count
MOT 136	1		1	13	Quiz/Test/Exam		Survey		Rubric	2
					Essay/Research Paper		Reflection		Test Score	
MOT 140	1		2	10	Oral Presentation		Self-Assessment		Checklist	
					Team-based Project		Peer Assessment		Holistic	
					Portfolio		Interview		Other (specify):	
					Simulation/Demonstration	2	Completion/Pass Rates			

Nurse Aide

No assessment results reported.

Nursing

SLOs Assessed		Participation		Sample Size	Assessment Measures				Scoring Methods	
Prefix	Count	PT	FT		Direct Type	Count	Indirect Type	Count	Type	Count
NUR 206, 212	3			17 (SLO1)	Quiz/Test/Exam	3	Survey		Rubric	
			4	78 (SLO2)	Essay/Research Paper		Reflection		Test Score	4
				89 (SLO3)	Oral Presentation	1	Self-Assessment		Checklist	

SLOs Assessed		Participation		Sample Size	Assessment Measures				Scoring Methods	
Prefix	Count	PT	FT		Direct Type	Count	Indirect Type	Count	Type	Count
NUR 216	1		2	44 total 18 FREM 26 PUEB	Team-based Project		Peer Assessment		Holistic	
					Portfolio		Interview		Other (specify):	
					Simulation/Demonstration		Completion/Pass Rates			

Occupational Therapy Assistant

SLOs Assessed		Participation		Sample Size	Assessment Measures				Scoring Methods	
Prefix	Count	PT	FT		Direct Type	Count	Indirect Type	Count	Type	Count
OTA 221	1		1	18	Quiz/Test/Exam		Survey	1	Rubric	1
					Essay/Research Paper		Reflection		Test Score	
OTA 218	1		1	20	Oral Presentation		Self-Assessment		Checklist	
					Team-based Project		Peer Assessment	1	Holistic	
					Portfolio		Interview		Other (specify): 1	
					Simulation/Demonstration		Completion/Pass Rates		Timed SOAP note	

Physical Education

No assessment results reported.

Physical Therapy Assistant

SLOs Assessed		Participation		Sample Size	Assessment Measures				Scoring Methods	
Prefix	Count	PT	FT		Direct Type	Count	Indirect Type	Count	Type	Count
PTA 281	1		1 (& ACCE Instructors)	22	Quiz/Test/Exam		Survey		Rubric	2
					Essay/Research Paper		Reflection		Test Score	
PTA 282	1		1 (& ACCE Instructors)	22	Oral Presentation		Self-Assessment		Checklist	
					Team-based Project		Peer Assessment		Holistic	
					Portfolio		Interview		Other (specify):	
					Simulation/Demonstration	2	Completion/Pass Rates			

Psychiatric Technician

SLOs Assessed		Participation		Sample Size	Assessment Measures				Scoring Methods	
Prefix	Count	PT	FT		Direct Type	Count	Indirect Type	Count	Type	Count
PTE 110	1		1	6	Quiz/Test/Exam	1	Survey		Rubric	1
					Essay/Research Paper	1	Reflection		Test Score	1
PTE 116	1		1	10	Oral Presentation		Self-Assessment		Checklist	
					Team-based Project		Peer Assessment		Holistic	
					Portfolio		Interview		Other (specify):	
					Simulation/Demonstration		Completion/Pass Rates			

Respiratory Care

SLOs Assessed		Participation		Sample Size	Assessment Measures				Scoring Methods	
Prefix	Count	PT	FT		Direct Type	Count	Indirect Type	Count	Type	Count
RCA	1		2	20	Quiz/Test/Exam	1	Survey		Rubric	1
					Essay/Research Paper		Reflection		Test Score	
					Oral Presentation		Self-Assessment		Checklist	
RCA 153	1		2	11	Team-based Project		Peer Assessment		Holistic	
					Portfolio (CASE STUDY)	1	Interview		Other (specify): 1 National Board Exam	
					Simulation/Demonstration		Completion/Pass Rates	1		

Radiologic Technology

SLOs Assessed		Participation		Sample Size	Assessment Measures				Scoring Methods	
Prefix	Count	PT	FT		Direct Type	Count	Indirect Type	Count	Type	Count
RTE 221	1		4	31	Quiz/Test/Exam	1	Survey		Rubric	
					Essay/Research Paper		Reflection		Test Score	
RTE 141,142 & 289	1		4	31	Oral Presentation		Self-Assessment		Checklist	
					Team-based Project		Peer Assessment		Holistic	
					Portfolio		Interview		Other (specify): 1 Nat'l. Registry Exam - % correct in 1 category	
					Simulation/Demonstration		Completion/Pass Rates	1		

Surgical Technology

SLOs Assessed		Participation		Sample Size	Assessment Measures				Scoring Methods	
Prefix	Count	PT	FT		Direct Type	Count	Indirect Type	Count	Type	Count
STE 102	1		1	12	Quiz/Test/Exam	1	Survey		Rubric	
					Essay/Research Paper		Reflection		Test Score	1
STE 112	1		1	12	Oral Presentation	1	Self-Assessment		Checklist	1
					Team-based Project		Peer Assessment		Holistic	
					Portfolio		Interview		Other (specify):	
					Simulation/Demonstration		Completion/Pass Rates			

III. Overview of Results & Key Findings

Cosmetology

Teaching methodology is producing desired results. Consistent approach to State Board exam preparation among instructors in different discipline areas has produced excellent passing rates.

Dental Assisting

Clinic rotations, use of script sheets, simulation practice & additional practice led to increased competency.

Dental Hygiene

100% pass rate on National Exam on first attempt. Average score on project rubric 95%.

Emergency Medical Services

Team member evaluation tool worked better than evaluation tool used previously.

Fire Science Technology

Peer assistance appears to lead to same performance level at a faster rate.

Law Enforcement Academy

100% pass rate on both physical demonstration and written component for SLO1.

Medical Assisting

100% pass rate on both physical demonstration and written component for SLO1

Nurse Aide

No assessment results reported.

Nursing

Revision of course curriculum (NUR 106 and 206) for IV labs has been implemented by faculty to include instruction and activities planned to improve this outcome. ATI tutorials on IV therapy and dosage calculation, as well as competency exams will be used on all 3 campuses. Increase instruction in the Nursing process in clinical and didactic courses.

Occupational Therapy Assistant

Majority of students weren't able to complete SOAP note within 10 minutes. 90% of students met benchmark in OTA 218.

Physical Education

No assessment results reported.

Physical Therapy Assistant

100% of students obtained ratings above 3 on rubric for proficiency in both situations assessed.

Psychiatric Technician

The multiple active learning strategies employed resulted in 83% and 77% of students exceeding the goals for SLO1 and SLO2 respectively.

Respiratory Care

National Board exam pass rate for cohort 2016 was 100%.

Radiologic Technology

Assessment has led to improvements in the RTE 141, 142 and 289 courses, the decision to retain the HESI testing platform for the RTE 289 Capstone course. Faculty are committed to application of new methods to assist the students retain information in the Equipment Operation and Quality Control category of the ARRT Exam.

Surgical Technology

Student performance on both measures exceeded goals. Assessment results will be used to improve teaching methodology.

IV. Use of Results

Dept.	Number of SLOs assessed	Performance targets achieved	Number to be reassessed	If not achieved, % below target
COS	2	Yes	1	n/a
DEA	3	Yes	1	29% (SLO 3)
DEH	2	Yes	2	n/a
EMS	2	SLO1-No, SLO2-Yes	1	20% (SLO 1)
FST	2	SLO1-No, SLO2-Yes	1	Data unclear
LEA	2	Yes	2	n/a
MOT	2	Yes	2	33% SLO1, 20% SLO2
NUR	3	SLO1 - 64%, SLO2 - 98%, SLO3 - 100%, SLO4 - 32%	2	SLO 1 35%, SLO2 2%, SLO4 68%
OTA	2	SLO1 - 17%, SLO2 -90%	1	SLO1 83%
PTA	2	SLO1 - 100%	1	n/a
PTE	2	SLO1 - 83%, SLO2 - 77%	2	SLO1 17%, SLO2 23%
RCA	2	SLO1 & 2 - 100%	0	SLO1 & 2 - 0
RCE	2	SLO1 – yes, SLO2 - no	2	SLO1 0%, SLO2 n/a
STE	2	Yes	0	n/a
Totals	28		16	

V. Improvement Plans (Closing the Loop)

Cosmetology

Assessment results demonstrating effective teaching methods are being utilized in other classes to achieve similar results across all disciplines within program heading.

Dental Assisting

Increase lecture/review and assignments; increase practice w/software, flipped classroom, increase class time/hands on experience w/software.

Dental Hygiene

Changes to capstone project.

Emergency Medical Services

Additional training for preceptors so team leads are recorded accurately. Team member evaluation tool will be redesigned to focus on team dynamics and include tools of crew resource management. Notable improvements in team dynamics as a result of consistent evaluation.

Fire Science Technology

Assessment tool needs to be adjusted or introduced earlier in semester. Incorporate peer instruction where applicable.

Law Enforcement Academy

Modify program to include more discussion and demonstration regarding nutrition and fitness to meet enthusiasm for this topic. Re-assess appropriate decision making regarding use of force in various situations.

Medical Assisting

Create additional critical thinking assignments with focus on wound care and analyzing needles. Adjust curriculum to provide increased content time in wound care.

Nurse Aide

No assessment results reported.

Nursing

Revision of course curriculum (NUR 106 and 206) for IV labs has been implemented by faculty to include instruction and activities planned to improve this outcome. ATI tutorials on IV therapy and dosage calculation, as well as competency exams will be used on all 3 campuses. Increase instruction in the Nursing process in clinical and didactic courses. First year faculty have designed and are piloting a new tool designed to enhance comprehension and application of the Nursing Process to complete a care plan. This tool provides essential clues and will allow faculty to provide valuable feedback to students.

Occupational Therapy Assistant

Goal is unrealistic for students' level of training and experience. Assessment will be repeated with re-adjusted goal. Continuous improvement of simulation to increase student confidence in fieldwork interventions.

Physical Education

No assessment results reported.

Physical Therapy Assistant

Survey students to judge if educational expectations are met and make adjustments. Add videos of patient scenarios and completion of case study illustrating modifications to interventions based on patients' change in status.

Psychiatric Technician

Plans in place to collect longitudinal data on SLO1. SLO2 will be re-assessed in spring 2017 to compare learning strategies. More active learning strategies added to curriculum as result of assessment.

Respiratory Care

Assessment of student learning results will be used to improve the program's overall pass rate on the national exam for future program graduates.

Radiologic Technology

Keep HESI testing package, apply changes in RTE 141,142 & 289 courses to improve retention. In RTE 221 decrease number of students in lab and increase amount of time to complete assignment.

Surgical Technology

Specific changes to instruction/curriculum were not supplied.

VI. Challenges, Successes, and Recommendations

Dept.	Challenges	SLOs to Target	Successes to Celebrate	Recommendations/Comments
COS	Inconsistent teaching methods yielded disparate results.	As determined by Dept. Chair.	Target performance exceeded in COS 120 & 121 by 13%. PCC pass rates on State Board exams exceed state average by 31%. 100% pass rate for Cosmetology, Nail Tech, and Hairstylist and Esthetician programs.	Include written component to State Board exam preparation as noted.
DEA	Updated software increased learning curve.	As determined by Dept. Chair.	Benchmarks exceeded in DEA 111, 104, 124, 128 & 134	Implement changes to Business Management Plan as described.
DEH	None noted.	As determined by Dept. Chair.	100% pass rate on Natl Exam PCC DEH students perform above National average	Continue excellent instruction. Make noted changes to Capstone project.
EMS	All Lab preceptors not adept at data tracking system; some team leads not recorded correctly.	As determined by Dept. Chair.	100% successful performance utilizing team member evaluation tool in EMS 123, 203, 205. Notable improvement in team dynamics.	Additional training for preceptors as noted, perhaps norming sessions for consistency (if applicable to team lead evaluating tool). Apply changes noted to team member evaluation tool.
FST	Students may lack maturity to accurately assess professionalism of themselves and others.	As determined by Dept. Chair.	100% successful performance on JPR evaluations.	Point reductions for unprofessional use of professionalism rubric. Norming session using rubric and past graduates portraying fake persons in different scenarios.
LEA	None noted.	As determined by Dept. Chair.	100% pass rate on both measures for SLO1.	Improve alignment between SLO being measures and results reported. More clarification regarding student learning outcomes for appropriate use of force.
MOT	Critical thinking remains a challenge for some students.	As determined by Dept. Chair.	For SLO1 77% of students scored above 80%. 80% of students met or exceeded benchmark for SLO2.	Proposed solutions are sound.
NUR	Improvement is needed in areas of IV math calculations and Nursing process.	As determined by Dept. Chair.	98% of students and 100% of students met benchmarks for SLO2 & 3 respectively.	Implement the comprehensive policy for math instruction, testing, remediation and outcome measures that Faculty developed. Utilize new tool designed to enhance comprehension and application of the Nursing Process to complete a care plan and report results.

Dept.	Challenges	SLOs to Target	Successes to Celebrate	Recommendations/Comments
OTA	Creating realistic goal.	As determined by Dept. Chair.	Revised interventions rubric, increased opportunities for peer feedback and improvements in simulation delivery led to 90% of students responding they had increased confidence in intervention ability.	Once students have experience completing SOAP notes, measure the average time to completion. Create goal from that data coupled with the industry expectation for entry level therapist.
PTA	Variance in clinical instructor scoring.	As determined by Dept. Chair.	100% of students met or exceeded benchmarks on both measures.	Continue to survey students about their learning experience. Proposed solutions to expose students to real patient situations have merit.
PTE	No comparative results - Longitudinal data beginning to be collected.	As determined by Dept. Chair.	83% of students scored above benchmark.	Continue to collect data on SLO1 for comparison to previous semesters. Implement changes to curriculum as noted.
RCA	None noted	As determined by Dept. Chair.	100% pass rate on Natl exam. 100% pass rate on Case study	Continue excellent instruction.
RTE	No comparative results - Longitudinal data beginning to be collected.	As determined by Dept. Chair.	Performance assessment in surgical simulation lab was a success. Pilot of registry review platform led to decision to continue its use.	Make modifications noted.
STE	New program, faculty turnover	As determined by Dept. Chair.	Students surpassed benchmarks on both measures	Include specifics on changes to be implemented as a result of assessments.

Assessment Plan 2016 Health & Public Safety Division

Department: Cosmetology

Date: January 25, 2017

Prepared by: Michele Edwards, Pamela Graham, Andrea Rael, Lisa Pacheco, and Brenda Knapp(SCCC) REVIEWED by Dept. Chair: Michele Edwards

Reviewed by the ASL Division Committee:

Department Mission	To prepare qualified students to successfully complete the State of Colorado Cosmetology examination, and become certified Cosmetologists, Barbers, Hairstylist, Nail Technicians, and/or Estheticians. To foster leadership, responsibility, and professional behavior of the student for personal growth, professional development, and becoming an ethical employee in Cosmetology community.
Department Level SLOs to Be Assessed <i>List all department-specific SLOs you will be assessing. Each SLO will be described separately and fully in the forms below.</i>	<p>SLO #1: Students will be able to ..._Complete a introductory basic skill, such as Basic haircut for COS, Basic manicure for NAT, Basic facial for EST by the end of the fall semester for beginning students. Repeat this task in spring semester for intermediate level students.</p> <p>SLO #5: Students will be able to ..._ Estheticians, Nail Technicians, and SCCC hairstylists demonstrate the knowledge for the practical state board exam upon completion of the program by the end of the spring semester. Cosmetologists demonstrate the knowledge for the practical state board exam upon completion of the program by the end of the fall semester.</p>
Select PCC General Education Core Competencies to be assessed: <ol style="list-style-type: none"> 1. <i>Read, write, and speak effectively</i> 2. <i>Critical Thinking (interpret, evaluate, and synthesize information)</i> 3. <i>Use technology to achieve educational objectives</i> 4. <i>Use interpersonal skills essential for their chosen fields</i> 5. <i>Apply global and cultural perspectives</i> 	<p>SLO #1:</p> <ol style="list-style-type: none"> 1. Critical Thinking (interpret, evaluate, and synthesize information). 2. Use technology to achieve educational objectives. The technology for the cosmetology industry are the use of the professional tools of our trade to achieve our educational objectives and prepare our students to be entry level work ready for our industry. <p>SLO #5:</p> <ol style="list-style-type: none"> 3. Critical Thinking (interpret, evaluate, and synthesize information). 4. Use technology to achieve educational objectives. The technology for the cosmetology industry are the use of the professional tools of our trade to achieve our educational objectives and prepare our students to be entry level work ready for our industry.

Relationship between department-level SLOs and college-level SLOs

Department-level SLOs should be tied to the mission and goals of the College. Therefore, some department-level SLOs should overlap with college-level SLOs. Please use the matrix below to demonstrate how your department-level SLOs overlap with the following college-level SLOs:

- **Effective Communication:** Students should be able to read, write, speak, and listen.
- **Critical Thinking:** Students should be able to analyze and evaluate data, synthesize information, think creatively, make judgments, make decisions, and solve problems.
- **Information and Communication Technology Literacy:** Students should be able to identify, locate, interpret, evaluate, synthesize, present, and communicate accurate and reliable information.
- **Interpersonal Skills:** Students should be able to function effectively and appropriately in social and professional situations and settings.
- **Global and cultural Perspective:** Students should understand the cultural, social, historical, political, technological, linguistic, and economic interconnectedness of our world in order to interact respectfully and productively with citizens of other nations.

General Education Objectives		Effective Communication	Critical Thinking	Information and Communication Technology Literacy	Interpersonal Skills	Global and cultural Perspective	Department-level SLO conceptually different from college-level SLOs
		✓	✓	✓	✓	✓	✓
Prefix and course number	SLOs you will be assessing this academic year						
COS 120 NAT 110 EST 110	SLO #1: Students will be able to Complete a introductory basic skill, for COS, NAT, and EST by the end of the fall semester for beginning students. Repeat this task in spring semester for intermediate level students.		XXX				XXX
COS261, COS262, EST210	SLO #5: Students will be able to ... Estheticians, Nail Technicians, and SCCC hairstylists demonstrate the knowledge for the practical state board exam upon completion of the program by the end of		XXX				XXX

	the spring semester. Cosmetologists demonstrate the knowledge for the practical state board exam upon completion of the program by the end of the fall semester.						
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ASL Planning Forms:

Describe the department student learning outcomes (SLOs) you are planning to assess in this cycle, including processes, sampling methods, performance targets, and instructional methods. Because the analysis of results is specific to each SLO and course, please present each prefix and SLO in separate planning forms provided below. (Add additional planning forms if necessary.) However, the general education core competencies may involve a number of prefixes and/or course sections.

During the academic year, you may adjust present or add new SLOs and prefixes. However, you may not delete SLOs from this plan once your plan has been approved. Instead, at the end of the academic year, you will indicate the reason(s) you were unable to assess or decided not to assess the SLO(s). Also, indicate whether you plan to assess the SLO(s) next academic year.

Plan Assessment of Student Learning	
SLO 1: SLO #1: Students will be able to ..._Complete a basic layered haircut by the end of the fall semester for beginning students. Repeat this task in spring semester for intermediate level students.	
Rationale for choosing this SLO	This is task that is done on the students' state board exam. It is also the most common haircut and is the one the students have the most difficulty with.
Assessment Method(s) (✓)	<input type="checkbox"/> SELECTED RESPONSE <input type="checkbox"/> EXTENDED WRITTEN RESPONSE (✓) PERFORMANCE ASSESSMENT <input type="checkbox"/> PERSONAL COMMUNICATION
Assessment Tool(s) <i>Direct Assessment – type of assignment [i.e.- exam; project; exhibit; oral presentation]</i>	Explain in illustration, and demonstrate to the Instructor the proper procedures for a basic layered haircut.
Scoring Method(s) (If using a rubric, it must be attached to this document.) <i>Measurement of Student Performance – [i.e.- #/% correct answers; # points; rubric]</i>	The students will write down the correct steps in the order they are to be done, then they are to illustrate the steps in a diagram. The last tool in the assessment is for the students to demonstrate the basic haircut on a manikin.
Sampling method/Number of Students to be Assessed	Spring 9 students and 15 for Fall

Performance Target(s) <i>Desired Level of Performance – [i.e.-80% of students will achieve 80%; 90% of students will achieve 70%]</i>	The performance target for the assessment is 80%		
Timeframe of assessment tasks <i>When the assessment will occur – [i.e.-pre/post-tests; midterm; final]</i>	The timeframe for this assessment is end of fall semester and midterm for spring.		
Faculty members involved in the assessment tasks	ASSESSED COURSE	INSTRUCTOR(S) ASSESSING COURSE	SEMESTER
	COS120 COS121	Michele Edwards Andrea Rael	Fall Semester Spring Semester
Strategies/Methods planned for teaching this SLO	For COS120 instructor lectures and demonstrate the proper procedures for a basic layered haircut and then the students will write out the steps and then perform the proper steps on a manikins at the end of the fall semester. For COS121 at the end of spring semester the instructor will evaluate the students using the same scoring rubric as the Colorado State Board exam.		
Results Assessment of Student Learning (Jan. 27, 2017)			
SLO 1:			
Results: Analysis and Interpretation of Results/Findings <i>(How many students were assessed? What does the data show? What conclusions can you draw about the course, students, methodology, or other practices? What factors contributed to these results? Can you compare the results to previous baselines or activities?)</i>	At the end of the fall semester 15 students were given a practical assessment in COS120. The students has to complete a 90 degree blended haircut in 45 minutes. To assess the students the same criteria that is used by PSI Exams which is the company administering the Colorado State Board Exam. For the state board exam students are given 30 minutes to complete a 90 degree blended haircut. Since this is an introduction class to see if students are ready to proceed to an intermediate I level class we extend the time to 45 minutes. Then at the end of spring semester we assess the same group of students on the same haircut but we decrease the time allotted to 40 minutes. This is to ensure they can complete this haircut in 30 minutes which is the required amount of time for the state board exam. The target passing rate for this group of students was 80%. We exceed this passing rate. The passing rate for this group of students was 91% for fall semester and 93% in spring semester.		
Use of Results <i>(What changes were made after reviewing the results? How will you follow-up to measure improvement? Will you be reassessing this SLO next AY? Are you closing the loop?)</i>	After reviewing the results we have concluded the method we are using to prepare our students to start taking clients and continue on in the instruction is a successful method. We will continue to use this method for this class. We will continue to monitor this method and we will apply it to other areas of instruction. The next class we will apply this method to for assessment will be COS110 and COS111.		
Plan Assessment of Student Learning			

SLO 2: SLO #5: Students will be able to ..._Demonstrate the knowledge for the practical state board exam upon completion of the program by the end of the spring semester.			
Rationale for choosing this SLO	The passing rate for previous class fall 2014 was 100%. The passing rate for the last class spring 2015 that went to take the State Board Exam dropped to 90%. The two classes had different instructors preparing them, I need to find the inconsistencies.		
Assessment Method(s) (✓)	() SELECTED RESPONSE	() EXTENDED WRITTEN RESPONSE	(✓) PERFORMANCE ASSESSMENT () PERSONAL COMMUNICATION
Assessment Tool(s) <i>Direct Assessment – type of assignment [i.e.- exam; project; exhibit; oral presentation]</i>	Demonstrates to the instructor the different tasks that the student could be evaluated on to pass the state board exam.		
Scoring Method(s) (If using a rubric, it must be attached to this document.) <i>Measurement of Student Performance – [i.e.- #/% correct answers; # points; rubric]</i>	Each task has a criteria list and each line in the task is worth 1 point. The student must do each task in the correct order the task lines are written to receive all points. The students must receive 70% of the possible points in order to pass. The students are not given the points to know how they are scored. They are given a pass or fail.		
Sampling method/Number of Students to be Assessed	COS261-Cosmetology 7 students; COS261-Nail Technicians 10 students; SCCC COS262-Hairstylists 12 students; EST210-Esthetician 11 students.		
Performance Target(s) <i>Desired Level of Performance – [i.e.-80% of students will achieve 80%; 90% of students will achieve 70%]</i>	Since our passing rate was 90% for the previous SLO the target for this SLO is 95%.		
Timeframe of assessment tasks <i>When the assessment will occur – [i.e.- pre/post-tests; midterm; final]</i>	The student have been preparing for their state board exam with each class since they entered the program. The final assessment for the state board exam is the final for the last semester the students are in the program.		
Faculty members involved in the assessment tasks	ASSESSED COURSE	INSTRUCTOR(S) ASSESSING COURSE	SEMESTER
	COS261	Michele Edwards and Pamela Graham	Fall and Spring
	EST210 SCCC	Brenda Knapp	Spring
	EST210	Lisa Pacheco	Spring
Strategies/Methods planned for teaching this SLO	Instructor lectures, demonstrates and observes the proper procedures for the practical state board exam. At the end of the semester the instructor will evaluate the students.		
Results Assessment of Student Learning (Jan. 27, 2017)			
SLO 2:			

<p>Results: Analysis and Interpretation of Results/Findings</p> <p><i>(How many students were assessed? What does the data show? What conclusions can you draw about the course, students, methodology, or other practices? What factors contributed to these results? Can you compare the results to previous baselines or activities?)</i></p>	<p>Example of one of the curriculum improvements:</p> <p>This is a clinical class. During clinic the students learned the process and what to expect during the State Board Exam. We go over every task step by step that they may be given at their exam. Then during this class students demonstrate each task according to the PSI Colorado State Board Exam Candidate Handbook for the State Board Exam. We start doing state board mocking the last 3 weeks of the students last semester. As a department we worked together to make sure we all were using the same method for preparing our students. Even though we may teach in different programs the method for preparing students to take a state board exam needs to be consistent.</p> <p>Number of students assessed were:</p> <p>COS261/Michele Edwards Instructor had 7 students (Cosmetology Program)</p> <p>COS261/Pamela Graham Instructor had 10 students (Nail Technician Program)</p> <p>COS262/Brenda Knapp Instructor had 12 students (Hairstylist Program)</p> <p>EST210/Lisa Pacheco Instructor had 11 students (Esthetician Program)</p> <p>The process we use has been very successful for all of the programs being assessed compared to the Colorado State Practical Passing Rate.</p> <p>Colorado rate for Cosmetology 75% - PCC rate for Cosmetology 100%.</p> <p>Colorado rate for Nail Technician 57% - PCC rate for Nail Technician 100%.</p> <p>Colorado rate for Hairstylist 72% - SCCC rate for Hairstylist 100%.</p> <p>Colorado rate for Esthetician 71% - PCC rate for Esthetician 100%.</p> <p>We concluded that the methods we use to prepare our students for the state board exam are very successful because we are scoring well above all the averages for all our programs. Also by staying consistent with instructors has also helped with students passing the state board exams.</p>
<p>Use of Results</p> <p><i>(What changes were made after reviewing the results? How will you follow-up to measure improvement? Will you be reassessing this SLO next AY? Are you closing the loop?)</i></p>	<p>After reviewing these results we have come to the conclusion that our methods are working and there is no need to change them at this time. The only addition we will be doing to this SLO is to add in a written assessment for State Board Exam Preparation. We will continue to assess this SLO to make sure that our students are prepared to pass the State Board Exam and enter the work force at an entry level position.</p>

Assessment Plan AY 2016 Health & Public Safety Division

Department: Dental Assisting

Date: March 16, 2016

Prepared by: Janet Trujillo

REVIEWED by Department Chair: Janet Trujillo

Reviewed by the ASL Division Committee:

Department Mission	To provide quality Dental Assisting education that prepares competent dental assistants to meet the needs of a diverse population promoting the values of oral and general health and wellness, and who recognize the need for continuing education and community service.
Department Level SLOs to Be Assessed <i>List all department-specific SLOs you will be assessing. Each SLO will be described separately and fully in the forms below.</i>	<ul style="list-style-type: none"> • SLO #1: Students will be able to explain pre & post-operative instructions as prescribed by a dentist to a patient during chairside assisting in restorative procedures in pre-clinical labs with two or more clinicians/instructors. (Reassessed) • SLO #2: Students will demonstrate and apply the knowledge and skills required to facilitate a proficient dental practice management system. (Reassessed) • SLO #3: Students will demonstrate and apply knowledge and skills required to use technology to achieve educational objectives of operating Dentrix Enterprise during patient care.
Select PCC General Education Core Competencies to be assessed: 1. <i>Read, write, and speak effectively</i> 2. <i>Critical Thinking (interpret, evaluate, and synthesize information)</i> 3. <i>Use technology to achieve educational objectives</i> 4. <i>Use interpersonal skills essential for their chosen fields</i> 5. <i>Apply global and cultural perspectives</i>	1. READ, WRITE, AND SPEAK EFFECTIVELY. 2. CRITICAL THINKING (INTERPRET, EVALUATE, AND SYNTHESIZE INFORMATION. 3. USE TECHNOLOGY TO ACHIEVE EDUCATIONAL OBJECTIVES. 4. USE INTERPERSONAL SKILLS ESSENTIAL FOR THEIR CHOSEN FIELDS.

Relationship between department-level SLOs and college-level SLOs

Department-level SLOs should be tied to the mission and goals of the College. Therefore, some department-level SLOs should overlap with college-level SLOs. Please use the matrix below to demonstrate how your department-level SLOs overlap with the following college-level SLOs:

- **Effective Communication:** Students should be able to read, write, speak, and listen.
- **Critical Thinking:** Students should be able to analyze and evaluate data, synthesize information, think creatively, make judgments, make decisions, and solve problems.
- **Information and Communication Technology Literacy:** Students should be able to identify, locate, interpret, evaluate, synthesize, present, and communicate accurate and reliable information.
- **Interpersonal Skills:** Students should be able to function effectively and appropriately in social and professional situations and settings.
- **Global and cultural Perspective:** Students should understand the cultural, social, historical, political, technological, linguistic, and economic interconnectedness of our world in order to interact respectfully and productively with citizens of other nations.

General Education Objectives		Effective Communication	Critical Thinking	Information and Communication Technology Literacy	Interpersonal Skills	Global and cultural Perspective	Department-level SLO conceptually different from college-level SLOs
		✓	✓	✓	✓	✓	✓
Prefix and course number	SLOs you will be assessing this academic year						
DEA 104, 124, 128, 134	SLO 1: Students will be able to explain pre & post-operative instructions as prescribed by a dentist to a patient during chairside assisting in pre-clinical labs with two or more clinicians/instructors.	✓	✓	✓	✓		
DEA 111	SLO 2: Students will demonstrate and apply the knowledge and skills required to facilitate a proficient dental practice management system.	✓	✓	✓	✓		
DEA 125, 131, 111	SLO #3: Students will demonstrate and apply knowledge and skills required to use technology to achieve educational objectives of operating in Dentrix Enterprise during patient care.	✓	✓	✓	✓		

ASL Planning Forms:

Describe the department student learning outcomes (SLOs) you are planning to assess in this cycle, including processes, sampling methods, performance targets, and instructional methods. Because the analysis of results is specific to each SLO and course, please present each prefix and SLO in separate planning forms provided below. (Add additional planning forms if necessary.) However, the general education core competencies may involve a number of prefixes and/or course sections.

During the academic year, you may adjust present or add new SLOs and prefixes. However, you may not delete SLOs from this plan once your plan has been approved. Instead, at the end of the academic year, you will indicate the reason(s) you were unable to assess or decided not to assess the SLO(s). Also, indicate whether you plan to assess the SLO(s) next academic year.

SLO 1: Students will be able to explain pre & post-operative instructions as prescribed by a dentist to a patient during chairside assisting in pre-clinical labs with two or more clinicians/instructors.	
Rationale for choosing this SLO	To allow assimilation of foundational knowledge and critical thinking skills necessary to provide patient education of pre and post-operative instruction as prescribed by a dentist and opportunity for the dental assisting students to develop knowledge and skills necessary in performing chairside procedures.
Assessment Method(s) (✓)	(✓) SELECTED RESPONSE () EXTENDED WRITTEN RESPONSE (✓) PERFORMANCE ASSESSMENT (✓) PERSONAL COMMUNICATION
Assessment Tool(s) <i>Direct Assessment – type of assignment [i.e.- exam; project; exhibit; oral presentation]</i>	Direct assessment – performance evaluations in pre-clinical chairside assisting procedures in assisting in a composite procedure with rubber dam application, assisting in an extraction, and Coronal polishing/fluoride application procedure.
Scoring Method(s) (If using a rubric, it must be attached to this document.) <i>Measurement of Student Performance – [i.e.- #/% correct answers; # points; rubric]</i>	Measurement of student performance using performance evaluation with rubric to a number of items/steps completed at a score of 3 or higher or set proficiency score, e.g. 82%, 85%, 92% etc., # of points.
Sampling method/Number of Students to be Assessed	7/7 students
Performance Target(s) <i>Desired Level of Performance – [i.e.-80% of students will achieve 80%; 90% of students will achieve 70%]</i>	7/7 (100%) of the students will achieve an 87% or better on patient pre and post-operative instructions while performing chairside procedures in composite restorations and rubber dam application.
Timeframe of assessment tasks <i>When the assessment will occur – [i.e.- pre/post-tests; midterm; final]</i>	Assessments will occur on self/instructor performance evaluations and written exams throughout spring 2016- course embedded.

Faculty members involved in the assessment tasks	ASSESSED COURSE	INSTRUCTOR(s) ASSESSING COURSE	SEMESTER
	DEA 104, 124, 128, and 134	Shanna Montoya, Janet Trujillo and Violet Hernandez	Spring 2016
Strategies/Methods planned for teaching this SLO	Written exams, skill demonstration and guided practice, clinical resource sheets, and skill performance evaluation		

Results of Assessment of Student Learning (2016)

Results: Analysis and Interpretation of Results/Findings

(How many students were assessed? What does the data show? What conclusions can you draw about the course, students, methodology, or other practices? What factors contributed to these results? Can you compare the results to previous baselines or activities?)

- 10% of the students met the benchmark at 88%-97% and 90% of the students surpassed the benchmark at 98%-100% on patient pre and post-operative instructions for oral maxillofacial surgical extraction procedure. This is a 17% improvement from the previous year. Factors that contributed to greater achievement were related to increased lecture review regarding patient education in DEA 104 and the continued use of “script sheets” and patient dental charts utilized by the students during simulation practice labs that are based on a realistic patient treatment in a clinical setting. Additionally, students completed rotations in the campus on site dental clinic, which allows for live learning lab experiences to see actual patient treatment being completed. From the patient record/chart, the students continued to assess medical and dental histories, review medications, and explain the procedure from the script sheets. (DEA 104)
- 100% of the students surpassed the 77% benchmark set in assisting in a composite procedure and giving pre and post-operative education. The data shows for assisting in the composite procedure 50% of the students achieved a 97.6% competency or higher (one met 100%) and 50% of the students’ scores ranged from 95% to 96.4%. In the reassessment, this is up .6% on exceeding the competency minimum and up 4% in meeting the competency minimum. Assessment findings for the Amalgam procedures shows an average score of 98.54% which is a 2.5% increase from 2015. 100% of the students exceeded the minimum competency of 93%., overall scores ranged from 96.2%, 98.7% and one 100%. In analysis and interpretation of the findings, it was found the continued rotations in the onsite dental clinic to observe and/or participate in live patient care and the increase (up 33.4%) with one-on-one instructor practice simulation on the new dental manikins and using the “script sheets” and simulated patient dental charts contributed to the overall improvement. (DEA 124 & DEA 128)
- 100% of the students surpassed the benchmark of 80% in performing a coronal polishing and fluoride application procedure with patient education. The average score for this procedure was 96.71%, which is a 2.71% improvement from 2015. In the reassessment factors that continue to contribute to higher scores are is the increased simulation practice on dental

	<p>manikins prior to performing the patient evaluation and rotations in the onsite dental clinic. The additional practice allowed students to develop appropriate fulcrums for instrument placement and handpiece speed control for greater overall patient management. The students were also assessed separately on giving the patient oral hygiene instructions, which attributed to greater competency in patient education performing this skill assessment, the average patient education competency was met at 99.2%. (DEA 134)</p>
<p>Use of Results</p> <p><i>(What changes were made after reviewing the results? How will you follow-up to measure improvement? Will you be reassessing this SLO next AY? Are you closing the loop?)</i></p>	<p>Because the student's scores were well above the competency level benchmarks and the student's assimilation of foundational knowledge and critical thinking skills necessary to provide patient education and chairside assisting skills have improved, it is decided the assessment loop has been achieved in this assessment 2016 cycle and the department will proceed with continuous improvement for this CSLO, but will choose to implement another CSLO in place of this current reporting.</p>

SLO 2: Students will demonstrate and apply the knowledge and skills required to facilitate a proficient dental practice management system.			
Rationale for choosing this SLO	To educate and introduce the students to business office procedures in the dental practice, utilizing technology and opportunity to develop adequate knowledge and skills necessary to complete office management duties.		
Assessment Method(s) (✓)	(✓) SELECTED RESPONSE	(✓) EXTENDED WRITTEN RESPONSE	(✓) PERFORMANCE ASSESSMENT (✓) PERSONAL COMMUNICATION
Assessment Tool(s) <i>Direct Assessment – type of assignment [i.e.- exam; project; exhibit; oral presentation]</i>	Direct Assessment - Exams, project portfolio to include scheduling evaluation and office management evaluation forms and skills performance rubric.		
Scoring Method(s) (If using a rubric, it must be attached to this document.) <i>Measurement of Student Performance – [i.e.- #/% correct answers; # points; rubric]</i>	Evaluations with rubric and standard testing methods (fill in-the-blank, multiple choice, true/false), # of points and performance evaluations. Patient chart in Dentrix Enterprise simulation and practice.		
Sampling method/Number of Students to be Assessed	7/7		
Performance Target(s) <i>Desired Level of Performance – [i.e.-80% of students will achieve 80%; 90% of students will achieve 70%]</i>	At the end of DEA 111, 100% of the students will have completed their dental practice portfolio achieving competency requirements of 85% or higher.		
Timeframe of assessment tasks <i>When the assessment will occur – [i.e.- pre/post-tests; midterm; final]</i>	Post-tests and final project portfolio spring 2016 – course embedded		
Faculty members involved in the assessment tasks	ASSESSED COURSE	INSTRUCTOR(S) ASSESSING COURSE	SEMESTER
	DEA 111	Shanna Montoya	Spring 2016
Strategies/Methods planned for teaching this SLO	Performance expectations introduced in DEA 111, didactic lecture, skill demonstration, guided practice, scheduling and business procedure simulations, and written evaluation assessments. Dentrix Enterprise simulation completing a patient file/record.		

Results of Assessment of Student Learning (2016)

Results: Analysis and Interpretation of Results/Findings <i>(How many students were assessed? What does the data show? What conclusions can you draw about the course, students, methodology, or other practices? What factors contributed to</i>	A re-design of the business management plan was implemented to effectively evaluate the students' knowledge and skill in business office procedures. 100% of the students achieved the ten task evaluation competencies at an average of 92.57%, which exceeds of the benchmark of 85%. In the reassessment this is an increase of 10.57% from 2015. The re-design of the business management plan and the percentage of student's completion also showed the students were able to have mastery of each business task that is evaluated in the office management class due to rotations in the onsite
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<i>these results? Can you compare the results to previous baselines or activities?)</i>	dental clinic as well updated Dentrix software. The re-design of more assessment tools also gave the instructor evaluation rubrics to grade the project easily and provide better feedback to the student.
Use of Results <i>(What changes were made after reviewing the results? How will you follow-up to measure improvement? Will you be reassessing this SLO next AY? Are you closing the loop?)</i>	As a result of the increased mastery it is decided the assessment loop has been achieved in this assessment 2016 cycle and the department will proceed with continuous improvement for this CSLO, but will choose to implement another CSLO in place of this current reporting.

SLO 3: Students will demonstrate and apply knowledge and skills required to use technology to achieve educational objectives of operating in Dentrix Enterprise during patient care.			
Rationale for choosing this SLO	To educate and introduce the students to clinical assessments during patient care utilizing Dentrix Enterprise technology to develop adequate knowledge and skills necessary to post accurate patient information, x-ray images and clinical notes in a patient record.		
Assessment Method(s) (✓)	(✓) SELECTED RESPONSE	(✓) EXTENDED WRITTEN RESPONSE	(✓) PERFORMANCE ASSESSMENT (✓) PERSONAL COMMUNICATION
Assessment Tool(s) <i>Direct Assessment – type of assignment [i.e.- exam; project; exhibit; oral presentation]</i>	Direct Assessment - Exams, clinical patient assessment using evaluation forms and skills performance rubric.		
Scoring Method(s) (If using a rubric, it must be attached to this document.) <i>Measurement of Student Performance – [i.e.- #/% correct answers; # points; rubric]</i>	Evaluations with rubric and standard testing methods (fill in-the-blank, multiple choice, true/false), # of points and skill performance evaluations. Clinical patient assessment forms.		
Sampling method/Number of Students to be Assessed	7/7		
Performance Target(s) <i>Desired Level of Performance – [i.e.-80% of students will achieve 80%; 90% of students will achieve 70%]</i>	At the end of DEA 111, and 131, 100% of the students will have completed posting an accurate clinical record of a clinical patient for radiology and office management procedures in Dentrix Enterprise, achieving competency requirements of 85% or higher.		
Timeframe of assessment tasks <i>When the assessment will occur – [i.e.- pre/post-tests; midterm; final]</i>	Pre-clinical practice, post-tests and final radiology patient assessments during spring 2016 – course embedded DEA 131 & 111.		
Faculty members involved in the assessment tasks	ASSESSED COURSE	INSTRUCTOR(S) ASSESSING COURSE	SEMESTER
	DEA 125, 111, 131	Shanna Montoya	Fall 2016 and Spring 2017

Strategies/Methods planned for teaching this SLO	Performance expectations introduced in DEA 111, and 131 didactic lectures, skill demonstration, guided practice, pre-clinical computerized Dentrix Enterprise simulations and evaluations and clinical patient assessments utilizing Dentrix Enterprise system.
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Results of Assessment of Student Learning (2016)

Results: Analysis and Interpretation of Results/Findings <i>(How many students were assessed? What does the data show? What conclusions can you draw about the course, students, methodology, or other practices? What factors contributed to these results? Can you compare the results to previous baselines or activities?)</i>	<p>100% of the students participated in the computerized Dentrix Enterprise simulations and evaluations. In the Business Management Plan overall 71% of the students achieved 85% or higher, however 29% of the class demonstrated 82% on the task related to the Dentrix Enterprise simulations. The reassessment was to increase the benchmark by 3% from the previous results. The results stem from implementation of a new updated version of Dentrix Enterprise compared to the 2015 year and the learning curve of the implementation of the new Dentrix Enterprise system is a contributing factor in the decrease. To accomplish improvement goals the instructor will implement a new methodology for increase lecture review and assignments, as well as increased skill competency practice with the Dentrix software to assist in achieving or surpassing the benchmark results by re-assessing.</p>
Use of Results <i>(What changes were made after reviewing the results? How will you follow-up to measure improvement? Will you be reassessing this SLO next AY? Are you closing the loop?)</i>	<p>The instructor will adapt the methodology of flipping the classroom to devote more class time to Dentrix Enterprise software application and put more of the responsibility for learning on the shoulders of the students while giving them greater incentive for hands on experience. The instructor will follow-up with additional training on the new software and fabricate different assignments within the business plan to include the use of Dentrix Enterprise software. This SLO will be re-assessed and data will be collected at the end of the Spring 2017 semester.</p>

Assessment Plan AY 2016 Health & Public Safety Division

Department: Dental Hygiene

Date: January 16, 2017

Prepared by: Elsa Eccles

REVIEWED by Department Chair: Elsa Eccles

Reviewed by the ASL Division Committee:

Department Mission	<p>Dental Hygiene Mission Statement - The mission of the Pueblo Community College Department of Dental Hygiene is to educate dental hygiene students to be competent life long learners and to provide the most comprehensive educational, preventive, and therapeutic services to a diverse population reflecting the core competencies essential to the dental hygiene profession.</p>
Department Level SLOs to Be Assessed <i>List all department-specific SLOs you will be assessing. Each SLO will be described separately and fully in the forms below.</i>	<p>Course and Program Goal-SLO #1: At the completion DEH 266-National Board Review and at completion of the Dental Hygiene program, the students will be able to perform at or above the national average on the National Board Dental Hygiene Exam (NBDHE)</p> <p>Critical Thinking Goal-SLO #2: At the completion of DEH 282, students will be able to collect, analyze and interpret data utilizing critical thinking to determine a comprehensive periodontal treatment plan and deliver a professional standard of care</p>
Select PCC General Education Core Competencies to be assessed: <ol style="list-style-type: none"> 1. <i>Read, write, and speak effectively</i> 2. <i>Critical Thinking (interpret, evaluate, and synthesize information)</i> 3. <i>Use technology to achieve educational objectives</i> 4. <i>Use interpersonal skills essential for their chosen fields</i> 	<ol style="list-style-type: none"> 1. <i>Read, write, and speak effectively</i> 2. <i>Critical Thinking (interpret, evaluate, and synthesize information)</i> 3. <i>Use interpersonal skills essential for their chosen fields</i> 4. <i>Apply global and cultural perspectives</i>

5. Apply global and cultural perspectives	

Relationship between department-level SLOs and college-level SLOs

Department-level SLOs should be tied to the mission and goals of the College. Therefore, some department-level SLOs should overlap with college-level SLOs. Please use the matrix below to demonstrate how your department-level SLOs overlap with the following college-level SLOs:

- **Effective Communication:** Students should be able to read, write, speak, and listen.
- **Critical Thinking:** Students should be able to analyze and evaluate data, synthesize information, think creatively, make judgments, make decisions, and solve problems.
- **Information and Communication Technology Literacy:** Students should be able to identify, locate, interpret, evaluate, synthesize, present, and communicate accurate and reliable information.
- **Interpersonal Skills:** Students should be able to function effectively and appropriately in social and professional situations and settings.
- **Global and cultural Perspective:** Students should understand the cultural, social, historical, political, technological, linguistic, and economic interconnectedness of our world in order to interact respectfully and productively with citizens of other nations.

General Education Objectives		Effective Communication	Critical Thinking	Information and Communication Technology Literacy	Interpersonal Skills	Global and cultural Perspective	Department-level SLO conceptually different from college-level SLOs
		✓	✓	✓	✓	✓	✓
Prefix and course number	SLOs you will be assessing this academic year						
DEH 266	Course and Program Goal-SLO #1: At the completion DEH 266-National Board Review and at completion of the Dental Hygiene program, the students will be able to perform at or above the national average on the National Board Dental Hygiene Exam (NBDHE)		X	X	X		X
DEH 282	At the completion of DEH 282, students will be able to collect, analyze and interpret data utilizing critical thinking to determine a		X		X	X	

	comprehensive periodontal treatment plan and deliver a professional standard of care						
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ASL Planning Forms:

Describe the department student learning outcomes (SLOs) you are planning to assess in this cycle, including processes, sampling methods, performance targets, and instructional methods. Because the analysis of results is specific to each SLO and course, please present each prefix and SLO in separate planning forms provided below. (Add additional planning forms if necessary.) However, the general education core competencies may involve a number of prefixes and/or course sections.

During the academic year, you may adjust present or add new SLOs and prefixes. However, you may not delete SLOs from this plan once your plan has been approved. Instead, at the end of the academic year, you will indicate the reason(s) you were unable to assess or decided not to assess the SLO(s). Also, indicate whether you plan to assess the SLO(s) next academic year.

Plan Assessment of Student Learning (Due Date)	
SLO 1: Program Goal-SLO #1: At the completion DEH 266-National Board Review and at completion of the Dental Hygiene program, the students will be able to perform at or above the national average on the National Board Dental Hygiene Exam (NBDHE)	
Rationale for choosing this SLO	Graduation from an accredited institution is only the first step in becoming a Registered Dental Hygienist. Students must successfully pass the National Board Dental Hygiene Exam and the Central Regional Testing Exam to become licensed. The program must prepare students to be successful on both exams.
Assessment Method(s) (✓)	(X) SELECTED RESPONSE () EXTENDED WRITTEN RESPONSE () PERFORMANCE ASSESSMENT () PERSONAL COMMUNICATION
Assessment Tool(s) <i>Direct Assessment – type of assignment [i.e.- exam; project; exhibit; oral presentation]</i>	National Board Dental Hygiene Exam-computerized and timed-
Scoring Method(s) (If using a rubric, it must be attached to this document.) <i>Measurement of Student Performance – [i.e.- #/% correct answers; # points; rubric]</i>	% of correct answers

Sampling method/Number of Students to be Assessed	14/14 or 100% of the students		
Performance Target(s) <i>Desired Level of Performance – [i.e.-80% of students will achieve 80%; 90% of students will achieve 70%]</i>	100 % or 14/14 Dental Hygiene students will pass the National Board Dental Hygiene Exam and will perform at or above the national average in at least 93% or 14/15 of the categories		
Timeframe of assessment tasks <i>When the assessment will occur – [i.e.-pre/post-tests; midterm; final]</i>	Assessment will occur in DEH-266 National Board Review		
Faculty members involved in the assessment tasks	ASSESSED COURSE	INSTRUCTOR(S) ASSESSING COURSE	SEMESTER
	DEH 266	Elsa Eccles	Spring 2016
Strategies/Methods planned for teaching this SLO	All courses contribute to the success of the student on the National Board exam		
Results Assessment of Student Learning (Due Date)			
SLO 1:			
Results: Analysis and Interpretation of Results/Findings <i>(How many students were assessed? What does the data show? What conclusions can you draw about the course, students, methodology, or other practices? What factors contributed to these results? Can you compare the results to previous baselines or activities?)</i>	<p>In the 2016 examination year, 14/14 or 100% of the students participated in the National Board Dental Hygiene Exam. 14/14 or 100% of the students passed the exam on the first attempt. When reviewing the achievement data, PCC Dental Hygiene students scored above the National average in 14/14 or 100% of the exam categories. The overall 2016 program average on the exam, D-Value average (with standard deviation = 0), was 1.40 above the national average of 0. While this was a great accomplishment, when compared to 2015, students scored 2.18 above the national average. Interesting notation; although students scored higher in the overall average score in 2015, they fell below the national average in 4/14 or 28.5% of the categories. In 2016, students scored above the national average in all 14 categories.</p> <p>The 6 year comparative data trend validates that PCC Dental Hygiene students perform above the national average and continue to make improvements in their performance on this important licensing exam.</p> <p>2016-1.40 2015-2.18 2014-2.30 2013-1.02 2012-.33 2011-.67</p>		

Use of Results <i>(What changes were made after reviewing the results? How will you follow-up to measure improvement? Will you be reassessing this SLO next AY? Are you closing the loop?)</i>	Based on the data, we made the following course changes for 2017: <ul style="list-style-type: none"> • Incorporated more board review in the subject areas where the scores were not as high-anatomic sciences, community health and professional responsibilities. • Encouraged students to study just as hard in the subject even though they were taking the class just prior to the exam The program will continue to assess this same SLO next year as tracking this information is vital to our program and accreditation		
Plan Assessment of Student Learning (Due Date)			
SLO 2: At the completion of DEH 282, students will be able to collect, analyze and interpret data utilizing critical thinking to determine a comprehensive periodontal treatment plan and deliver a professional standard of care			
Rationale for choosing this SLO	Students graduating from the PCC Dental Hygiene program must be able to demonstrate critical thinking, interpersonal communication, ethical reasoning, decision making, teamwork and problem solving. This comprehensive project allows the student to gather information, formulate a plan for treatment, provide care and evaluate the outcome		
Assessment Method(s) (✓)	() SELECTED RESPONSE (X) EXTENDED WRITTEN RESPONSE (X) PERFORMANCE ASSESSMENT (X) PERSONAL COMMUNICATION		
Assessment Tool(s) <i>Direct Assessment – type of assignment [i.e.- exam; project; exhibit; oral presentation]</i>	Project and oral presentation		
Scoring Method(s) (If using a rubric, it must be attached to this document.) <i>Measurement of Student Performance – [i.e.- #/% correct answers; # points; rubric]</i>	14/14 or 100% of the second year dental hygiene students will participate in this periodontal capstone project. A rubric will be given to the students intended to clarify expectations and provide a standard for grading the student's assignment		
Sampling method/Number of Students to be Assessed	14/14 or 100% of the students will participate		
Performance Target(s) <i>Desired Level of Performance – [i.e.-80% of students will achieve 80%; 90% of students will achieve 70%]</i>	13/14 or 93% of the students will earn a 80% or above		
Timeframe of assessment tasks <i>When the assessment will occur – [i.e.- pre/post-tests; midterm; final]</i>	Fall of 2015 and Spring 2016 data will be collected and treatment completed		
	ASSESSED COURSE	INSTRUCTOR(S) ASSESSING COURSE	SEMESTER

Faculty members involved in the assessment tasks	DEH 282	Robert Waggener	Spring 2016
Strategies/Methods planned for teaching this SLO	Patient treatment, lecture, faculty feedback, skill evaluation		
Results Assessment of Student Learning (Due Date)			
SLO 2:			
Results: Analysis and Interpretation of Results/Findings <i>(How many students were assessed? What does the data show? What conclusions can you draw about the course, students, methodology, or other practices? What factors contributed to these results? Can you compare the results to previous baselines or activities?)</i>	<p>Example of one of the curriculum improvements:</p> <p>During the Spring Semester, 14/14 students participated in the periodontal capstone project. All students turned in their project on time. Diagnostic models of their patient were a new requirement as part of the assignment and were graded. The 14 students closely followed the new rubric and the completed the list of requirements extremely well. Organization of all data demonstrated preparation and thoroughness including highlights of important and relevant information throughout the project that demonstrated sound knowledge of the critical components overall. Comparing previous periodontal capstone projects with the 2016 projects shows meaningful dialogue during periodontal consults with students in 2015-2016. Conclusions drawn from the case study illustrated good critical thinking.</p> <p>Data:</p> <p>14/14 or 100% completed the case study project.</p> <p>The average score, assessed from the new rubric, was 95% and the median score was 95 also. The 14 scores ranged from 90- 100% overall.</p> <p>Maximum scores of 2 (competent) were scored on the Organization, Visuals, and Content component for all 14 students.</p> <p>The Conclusions component had the lowest performance scoring with five students in the 1 (needs improvement) category.</p>		
Use of Results <i>(What changes were made after reviewing the results? How will you follow-up to measure improvement? Will you be reassessing this SLO next AY? Are you closing the loop?)</i>	<p>Based on the periodontal capstone project in 2016 and use of interpretive data, the following changes will be implemented in 2017:</p> <p>A separate section to list medical alerts and discussion of conditions will be included in the 2016-2017 requirements, i.e. list modifications to treatment plan that were necessary.</p> <p>A separate section to explain pharmacological effects observed or expected in the oral cavity and explain and signs and/or symptoms noted will be added to the 2016-2017 requirements.</p> <p>Continue use of diagnostic models for the project.</p>		

	A separate section for patient comments will be added to the requirements. Only comparisons data charts will be used. Rubric included:
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CRITICAL THINKING VALUE RUBRIC

Periodontics 282- Case Study Presentation

Student Name_____

Evaluation rubric

Evaluation Criteria	2 Competent	1 Needs improvement	0 Not acceptable
Organization 20%	Data and findings are well organized.	Data and findings with varying degree are organized but not easy to follow.	Case study is disorganized.
Content 20%	Covers essential material completely, accurately, and in depth.	Covers most essential material but has incomplete sections and is not accurately covered in depth.	Material is difficult to locate or is inaccurate.
Visuals (inserts) 20%	All copies of inserts, data, and photographs are well presented and support the case study.	Not all inserts are included in presentation and inserts do not enhance the case study.	Inserts do not support the case study and are difficult to follow.
Spelling and grammar 20%	Presentation has no grammatical or spelling errors.	Presentation has a maximum of three grammatical or spelling errors.	Presentation has more than three grammatical or spelling errors.

Conclusions 20%	Summary supports data. Conclusions show evidence of educational experience acquired from producing the case study.	Summary includes meaningful reflection and interpretation but conclusions are incomplete.	Conclusions of case study failed to demonstrate significant findings.
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Points received/points possible ____/10= ____%

Comments: _____

Assessment Plan AY 2016 Health & Public Safety Division

Department: EMS

Date: 10/22/2015

Prepared by:

REVIEWED by Department Chair:

Reviewed by the ASL Division Committee:

Department Mission	To develop competent Emergency Medical professionals that will have a positive impact on diverse populations, both patient and professional, throughout the continuum of care.
Department Level SLOs to Be Assessed <i>List all department-specific SLOs you will be assessing. Each SLO will be described separately and fully in the forms below.</i>	<ol style="list-style-type: none"> 1. Demonstrate professional and compassionate communication during contact with patients, bystanders, coworkers and other health care providers. 2. Demonstrate the ability to team lead with the cognitive, psychomotor and affective skills necessary for an appropriate entry level EMS provider.
Select PCC General Education Core Competencies to be assessed: <ol style="list-style-type: none"> 1. Read, write, and speak effectively 2. Critical Thinking (interpret, evaluate, and synthesize information) 3. Use technology to achieve educational objectives 4. Use interpersonal skills essential for their chosen fields 5. Apply global and cultural perspectives 	<ol style="list-style-type: none"> 6. Read, write, and speak effectively 7. Critical Thinking (interpret, evaluate, and synthesize information)

Relationship between department-level SLOs and college-level SLOs

Department-level SLOs should be tied to the mission and goals of the College. Therefore, some department-level SLOs should overlap with college-level SLOs. Please use the matrix below to demonstrate how your department-level SLOs overlap with the following college-level SLOs:

- **Effective Communication:** Students should be able to read, write, speak, and listen.
- **Critical Thinking:** Students should be able to analyze and evaluate data, synthesize information, think creatively, make judgments, make decisions, and solve problems.
- **Information and Communication Technology Literacy:** Students should be able to identify, locate, interpret, evaluate, synthesize, present, and communicate accurate and reliable information.
- **Interpersonal Skills:** Students should be able to function effectively and appropriately in social and professional situations and settings.
- **Global and cultural Perspective:** Students should understand the cultural, social, historical, political, technological, linguistic, and economic interconnectedness of our world in order to interact respectfully and productively with citizens of other nations.

General Education Objectives		Effective Communication	Critical Thinking	Information and Communication Technology Literacy	Interpersonal Skills	Global and cultural Perspective	Department-level SLO conceptually different from college-level SLOs
		✓	✓	✓	✓	✓	✓
Prefix and course number	SLOs you will be assessing this academic year						
EMS 121, 122, 123, 203, 205 226, 228, 230, 232, 234	1. Demonstrate professional and compassionate communication during contact with patients, bystanders, coworkers and other health care providers. 2. Demonstrate the ability to team lead with the cognitive, psychomotor and affective skills necessary for an appropriate entry level EMS provider.	x	x		x		

ASL Planning Forms:

Describe the department student learning outcomes (SLOs) you are planning to assess in this cycle, including processes, sampling methods, performance targets, and instructional methods. Because the analysis of results is specific to each SLO and course, please present each prefix and SLO in separate planning forms provided below. (Add additional planning forms if necessary.) However, the general education core competencies may involve a number of prefixes and/or course sections.

During the academic year, you may adjust present or add new SLOs and prefixes. However, you may not delete SLOs from this plan once your plan has been approved. Instead, at the end of the academic year, you will indicate the reason(s) you were unable to assess or decided not to assess the SLO(s). Also, indicate whether you plan to assess the SLO(s) next academic year.

Plan Assessment of Student Learning (Due Date)

SLO 1:

Rationale for choosing this SLO	We used this SLO last year but felt the program needed to revise the evaluation tool. It was cumbersome for the evaluator. We also did some training with faculty and the skills instructors so they would have a better understanding of evaluation and giving feedback to the students. The goal of this is to improve the reliability of the evaluation. There are also some increased requirements by our accrediting agency for developing a student portfolio of skills. This includes at least 10 successful simulation team leads by each paramedic student. There is also a new requirement that we hold a summative simulation team lead evaluation at the conclusion of all didactic and internship requirements. We are incorporating these requirement program and would like to assess the data from these changes.		
Assessment Method(s) (✓)	() SELECTED RESPONSE () EXTENDED WRITTEN RESPONSE (X) PERFORMANCE ASSESSMENT () PERSONAL COMMUNICATION		
Assessment Tool(s) <i>Direct Assessment – type of assignment [i.e.- exam; project; exhibit; oral presentation]</i>	Team lead evaluation tool Summative team lead evaluation tool		
Scoring Method(s) (If using a rubric, it must be attached to this document.) <i>Measurement of Student Performance – [i.e.- #/% correct answers; # points; rubric]</i>	10 of 12 with no critical criteria marked.		
Sampling method/Number of Students to be Assessed	All students in the Paramedic program		
Performance Target(s) <i>Desired Level of Performance – [i.e.-80% of students will achieve 80%; 90% of students will achieve 70%]</i>	100% of program completing students will achieve a 90% or better average of a minimum of 10 team lead assessments. 90% of students will pass the final summative simulation exam on the first or second attempt.		
Timeframe of assessment tasks <i>When the assessment will occur – [i.e.- pre/post-tests; midterm; final]</i>	It will occur at various times within the labs for each class. The paramedic students will have a summative final evaluation when completing internship.		
Faculty members involved in the assessment tasks	ASSESSED COURSE	INSTRUCTOR(S) ASSESSING COURSE	SEMESTER
	EMS 226, 228, 230, 232, 234	Dave Hiltbrunn, Leroy Garcia, Dawn Mathis, Michele Sweeney	Fall/Spring

Strategies/Methods planned for teaching this SLO	The students will have many opportunities during lab to practice scenarios with instructor feedback.
Results Assessment of Student Learning (Due Date)	
SLO 1:	
Results: Analysis and Interpretation of Results/Findings <i>(How many students were assessed? What does the data show? What conclusions can you draw about the course, students, methodology, or other practices? What factors contributed to these results? Can you compare the results to previous baselines or activities?)</i>	We tested 18 current paramedic students in the lab setting. Each student was to perform a minimum of 10 successful team leads throughout the two semester program. Of those 18 students 15 got 100% of the team leads. Three students got 70% of the team leads they needed.
Use of Results <i>(What changes were made after reviewing the results? How will you follow-up to measure improvement? Will you be reassessing this SLO next AY? Are you closing the loop?)</i>	One flaw in the system is that not all of our lab preceptors are skilled at using the data tracking system and it is thought that some team leads were not recorded correctly. We are planning on holding some additional preceptor training to remedy this. We will be keeping data on the number of team leads each paramedic student gets into the future as this part of a new portfolio system required by our certifying exam agency.
Plan Assessment of Student Learning (12/15/2016)	
SLO 2:	
Rationale for choosing this SLO	We would like to replicate the requirements of the paramedic program as much as possible in the other programs at the appropriate level.
Assessment Method(s) (✓)	<input type="checkbox"/> SELECTED RESPONSE <input type="checkbox"/> EXTENDED WRITTEN RESPONSE (x) PERFORMANCE ASSESSMENT <input type="checkbox"/> PERSONAL COMMUNICATION
Assessment Tool(s) <i>Direct Assessment – type of assignment [i.e.- exam; project; exhibit; oral presentation]</i>	Team member evaluation tool
Scoring Method(s) (If using a rubric, it must be attached to this document.) <i>Measurement of Student Performance – [i.e.- #/% correct answers; # points; rubric]</i>	A 6 out of 8 with no critical criteria marked.
Sampling method/Number of Students to be Assessed	All students in the program.

Performance Target(s) <i>Desired Level of Performance – [i.e.-80% of students will achieve 80%; 90% of students will achieve 70%]</i>	90% of completing students should score at minimum an 80% on the team member evaluation tool.		
Timeframe of assessment tasks <i>When the assessment will occur – [i.e.-pre/post-tests; midterm; final]</i>	At various times during lab.		
Faculty members involved in the assessment tasks	ASSESSED COURSE	INSTRUCTOR(S) ASSESSING COURSE	SEMESTER
	123, 203, 205	Dave Hiltbrunn, Janet Candelaria, Troy Salazar	Spring 16 and Fall 17
Strategies/Methods planned for teaching this SLO	The students will have many opportunities during lab to practice scenarios with instructor feedback. The scenarios will be evaluated using a team member evaluation. Each student will have an opportunity to be evaluated at least once during the semester.		
Results Assessment of Student Learning (Due Date)			
SLO 2:			
Results: Analysis and Interpretation of Results/Findings <i>(How many students were assessed? What does the data show? What conclusions can you draw about the course, students, methodology, or other practices? What factors contributed to these results? Can you compare the results to previous baselines or activities?)</i>	All students in the EMT programs on the Pueblo campus and the SCCC campus were scored using the team member scoring tool. 100% of students performed successfully as a team member in at least one scenario. This tool worked better than the tool we attempted to use last year which was for team leaders. Since the EMT students are beginners they were unable to successfully team lead, but they did improve in team dynamics.		
Use of Results <i>(What changes were made after reviewing the results? How will you follow-up to measure improvement? Will you be reassessing this SLO next AY? Are you closing the loop?)</i>	We are seeing improvement in team dynamics within scenarios as a result of consistent evaluation. We will revisit the team member evaluation tool and perhaps make changes to a tool more focuses in team dynamics. This will incorporate some of the tools of crew resource management, encouraging all team members to have equal responsibility for patient care and safety.		

Assessment Plan AY 2016 Health & Public Safety Division

Department: Fire Science Technology

Date: 2/22/2017

Prepared by: Alan Ziff

REVIEWED by Department Chair: 2/22/17

Reviewed by the ASL Division Committee:

Department Mission	To develop highly competent and extremely competitive Fire Service professionals through state-of-the-art classroom experiences and educational technology.
Department Level SLOs to Be Assessed <i>List all department-specific SLOs you will be assessing. Each SLO will be described separately and fully in the forms below.</i>	<p>SLO 1: Students will be able to demonstrate professional behavior in the classroom as well as on the campus, at off-site training and public venues whenever wearing clothing representing affiliation with the PCC Fire Academy.</p> <p>SLO 2: Students will be able to perform skills appropriate to the entry level firefighter as defined by the National Fire Protection Association (NFPA) Standard 1001.</p>
Select PCC General Education Core Competencies to be assessed: <ol style="list-style-type: none"> 1. Read, write, and speak effectively 2. Critical Thinking (interpret, evaluate, and synthesize information) 3. Use technology to achieve educational objectives 4. Use interpersonal skills essential for their chosen fields 5. Apply global and cultural perspectives 	<ol style="list-style-type: none"> 2. Critical Thinking (interpret, evaluate, and synthesize information) 3. Use technology to achieve educational objectives 4. Use interpersonal skills essential for their chosen fields

Relationship between department-level SLOs and college-level SLOs

Department-level SLOs should be tied to the mission and goals of the College. Therefore, some department-level SLOs should overlap with college-level SLOs. Please use the matrix below to demonstrate how your department-level SLOs overlap with the following college-level SLOs:

- **Effective Communication:** Students should be able to read, write, speak, and listen.
- **Critical Thinking:** Students should be able to analyze and evaluate data, synthesize information, think creatively, make judgments, make decisions, and solve problems.
- **Information and Communication Technology Literacy:** Students should be able to identify, locate, interpret, evaluate, synthesize, present, and communicate accurate and reliable information.
- **Interpersonal Skills:** Students should be able to function effectively and appropriately in social and professional situations and settings.
- **Global and cultural Perspective:** Students should understand the cultural, social, historical, political, technological, linguistic, and economic interconnectedness of our world in order to interact respectfully and productively with citizens of other nations.

General Education Objectives		Effective Communication	Critical Thinking	Information and Communication Technology Literacy	Interpersonal Skills	Global and cultural Perspective	Department-level SLO conceptually different from college-level SLOs
		✓	✓	✓	✓	✓	✓
Prefix and course number	SLOs you will be assessing this academic year						
FST 100	SLO 1: Students will be able to demonstrate professional behavior in the classroom as well as on the campus, at off-site training and public venues whenever wearing clothing representing affiliation with the PCC Fire Academy. SLO 2: Students will be able to perform skills appropriate to the entry level firefighter as defined by the National Fire Protection Association (NFPA) Standard 1001.	X	X		X		X

ASL Planning Forms:

Describe the department student learning outcomes (SLOs) you are planning to assess in this cycle, including processes, sampling methods, performance targets, and instructional methods. Because the analysis of results is specific to each SLO and course, please present each prefix and SLO in separate planning forms provided below. (Add additional planning forms if necessary.) However, the general education core competencies may involve a number of prefixes and/or course sections.

During the academic year, you may adjust present or add new SLOs and prefixes. However, you may not delete SLOs from this plan once your plan has been approved. Instead, at the end of the academic year, you will indicate the reason(s) you were unable to assess or decided not to assess the SLO(s). Also, indicate whether you plan to assess the SLO(s) next academic year.

Plan Assessment of Student Learning (Due Date)			
SLO 1: Students will be able to demonstrate professional behavior in the classroom as well as on the campus, at off-site training and public venues whenever wearing clothing representing affiliation with the PCC Fire Academy.			
Rationale for choosing this SLO	This was a performance assessment method based on instructor observation and periodic student self-evaluation , as identified in a “professionalism” rubric (attached). I believe the assessment <u>was</u> appropriately applied this time – the students were introduced to the rubric at the start of the semester, and were regularly reminded of the rubric criteria, and allowed to participate in the grading.		
Assessment Method(s) (✓)	<input type="checkbox"/> SELECTED RESPONSE <input type="checkbox"/> EXTENDED WRITTEN RESPONSE (✓) PERFORMANCE ASSESSMENT <input type="checkbox"/> PERSONAL COMMUNICATION		
Assessment Tool(s) <i>Direct Assessment – type of assignment [i.e.- exam; project; exhibit; oral presentation]</i>	FST Student Professionalism Rubric (attached)		
Scoring Method(s) (If using a rubric, it must be attached to this document.) <i>Measurement of Student Performance – [i.e.- #/% correct answers; # points; rubric]</i>	12 of 12 students used the rubric to evaluate themselves and their fellow classmates.		
Sampling method/Number of Students to be Assessed	All students in the FST 100 Firefighter I course		
Performance Target(s) <i>Desired Level of Performance – [i.e.-80% of students will achieve 80%; 90% of students will achieve 70%]</i>	100% of the course students will gain an understanding of the soft skill components as an employee based on the soft skill components of student professionalism. 100% of students will be scored in the 90 th percentile by at least half of their classmates.		
Timeframe of assessment tasks <i>When the assessment will occur – [i.e.- pre/post-tests; midterm; final]</i>	It will occur at various times within the semester, but a final evaluation will occur within the last two weeks of the semester.		
Faculty members involved in the assessment tasks	ASSESSED COURSE	INSTRUCTOR(S) ASSESSING COURSE	SEMESTER
	FST 100	Alan Ziff; John Webber	Fall/Spring
Strategies/Methods planned for teaching this SLO	The students will have many opportunities during the semester to communicate with their classmates and instructors, both in a group setting as with individual one-on-ones.		
Results Assessment of Student Learning			

SLO 1:	Students will be able to demonstrate professional behavior in the classroom as well as on the campus, at off-site training and public venues whenever wearing clothing representing affiliation with the PCC Fire Academy.
Results: Analysis and Interpretation of Results/Findings <i>(How many students were assessed? What does the data show? What conclusions can you draw about the course, students, methodology, or other practices? What factors contributed to these results? Can you compare the results to previous baselines or activities?)</i>	<p>All 12 of the Firefighter I students in Fall 2016 were tested as described above. One failed to cooperate by evaluating his fellow students and two others gave everyone perfect scores every time, including themselves.</p> <p>I concluded that 3 of the students did not “buy in” to critically evaluating their classmates, or lacked some essential character component (maturity?) for this to be an effective exercise for them.</p>
Use of Results <i>(What changes were made after reviewing the results? How will you follow-up to measure improvement? Will you be reassessing this SLO next AY? Are you closing the loop?)</i>	Because 75% (3 of 12) of the class had questionable results, we will need to find another way to motivate all participants into dedicated critical thinking and effective evaluation of themselves and their classmates.
Plan Assessment of Student Learning (12/15/2016)	
SLO 2: Students will be able to perform skills appropriate to the entry level firefighter as defined by the National Fire Protection Association (NFPA) Standard 1001.	
Rationale for choosing this SLO	These are the critical fire fighting skills required of entry level firefighters in career fire departments.
Assessment Method(s) (✓)	() SELECTED RESPONSE () EXTENDED WRITTEN RESPONSE (✓) PERFORMANCE ASSESSMENT () PERSONAL COMMUNICATION
Assessment Tool(s) <i>Direct Assessment – type of assignment [i.e.- exam; project; exhibit; oral presentation]</i>	Colorado Division of Fire Safety Firefighter I Job Performance Requirements (JPRs) evaluation test
Scoring Method(s) (If using a rubric, it must be attached to this document.) <i>Measurement of Student Performance – [i.e.- #/% correct answers; # points; rubric]</i>	10 required and 4 elective JPRs must be successfully performed.
Sampling method/Number of Students to be Assessed	All students in the course.
Performance Target(s) <i>Desired Level of Performance – [i.e.-80% of students will achieve 80%; 90% of students will achieve 70%]</i>	100% of completing students should score 100% on 10 required and 4 elective JPRs.

Timeframe of assessment tasks <i>When the assessment will occur – [i.e.- pre/post-tests; midterm; final]</i>	At various times during the semester as each module is completed.		
Faculty members involved in the assessment tasks	ASSESSED COURSE	INSTRUCTOR(S) ASSESSING COURSE	SEMESTER
	FST 100	Alan Ziff; John Webber	Spring 16 and Fall 16
Strategies/Methods planned for teaching this SLO	The students will have many opportunities during “lab” sessions to practice the skill sets and tasks required to successfully complete each JPR. Each student will have an opportunity to be evaluated at least once during the semester and then again during the final two weeks of the semester.		
Results Assessment of Student Learning (Due Date)			
SLO 2:	Students will be able to perform skills appropriate to the entry level firefighter as defined by the National Fire Protection Association (NFPA) Standard 1001.		
Results: Analysis and Interpretation of Results/Findings <i>(How many students were assessed? What does the data show? What conclusions can you draw about the course, students, methodology, or other practices? What factors contributed to these results? Can you compare the results to previous baselines or activities?)</i>	All students in the FST 100 Firefighter I course were scored using the Colorado JPR scoring tool. 100% of students performed successfully in 10 required and 4 elective JPR evaluations.		
Use of Results <i>(What changes were made after reviewing the results? How will you follow-up to measure improvement? Will you be reassessing this SLO next AY? Are you closing the loop?)</i>	We have incorporated the use of Assistant Instructors who are previous Fire Academy graduates. Although the pass rate is similar, we have noticed that the students are reaching success at faster rates with the aid of peer assistance.		

PCC Fire Academy Professionalism Rubric

Name: _____

Criteria	4	3	2	1	Score
Attendance - attends each class for entire time.	Student is present every class meeting and does not leave early.	Student has missed one class and/or left early.	Student has missed 1-2 classes and/or left early more than once.	Student misses class continually and leaves early frequently. _____	
Punctuality - shows respect for everyone's time and exhibits initiative for all assignments.	Arrives to class on time; turns in assignments on due date	Arrived late once and/or missed one assignment deadline	Arrived late twice and/or missed 2 deadlines.	Continually late to class; misses deadlines frequently. _____	
Attitude - communicates respectfully; has a "can-do" attitude.	Communicates with a positive attitude; never displays rudeness	Almost always communicates with a positive attitude showing courtesy towards others.	Occasionally communicates negatively bordering on rudeness	Frequently communicates with negative attitude without regard for others' point of view. _____	
Commitment -values both the learning process and the information garnered in the process.	Demonstrates eagerness for the information presented as well as for the learning process.	Makes statements that reflect a sense of value in the material covered and for the learning process.	Shows neither positive nor negative attitude toward information presented in course and for the learning process.	Expresses negativity towards information presented for courses and/or learning process. _____	
Classroom Interaction - recognizes and respects multiple perspectives and constructive criticism	Graciously accepts feedback and uses it constructively. Remains on task and follows the class rules.	Open to positive feedback and follows class policies. Occasionally gets off-task	Sometimes unwilling to accept feedback, directives, or remain on task.	Resistant to positive feedback, directives, and class policies. Frequently off-task. _____	

To calculate grade: Add scores for each column and multiply by five. This will give you your percentage score.

Total: _____

Score: _____

Assessment Plan AY 2016 Health & Public Safety Division

Department: Law Enforcement Academy

Date: October 9, 2016

Prepared by: Ron Leyba

REVIEWED by Department Chair: Ron Leyba

Reviewed by the ASL Division Committee:

Department Mission	<p><u>MISSION</u></p> <p>The LEA Program mission is to provide students with the opportunity to gain skills and knowledge and to instill professional and ethical responsibilities in preparation for entry level employment as a Law Enforcement Agent to meet the needs of a diverse population in an ever-changing environment.</p>
<p>Department Level SLOs to Be Assessed</p> <p><i>List all department-specific SLOs you will be assessing. Each SLO will be described separately and fully in the forms below.</i></p>	<p>#1. STUDENTS WILL BE ABLE TO IDENTIFY AND PRACTICE AN APPROPRIATE WELLNESS PROGRAM TO RECOGNIZE THE IMPACT THAT A HEALTHY LIFESTYLE HAS ON THE LAW ENFORCEMENT PROFESSION.</p> <p>#2. STUDENTS WILL DEMONSTRATE APPROPRIATE DECISION MAKING SKILLS IN APPLYING USE OF FORCE THROUGH DEMONSTRATE AND WRITTEN EXAMINATION BY THE COMPLETION OF THE ARREST AND CONTROL COURSE.</p>
<p>Select PCC General Education Core Competencies to be assessed:</p> <ol style="list-style-type: none"> <i>1. Read, write, and speak effectively</i> <i>2. Critical Thinking (interpret, evaluate, and synthesize information)</i> <i>3. Use technology to achieve educational objectives</i> <i>4. Use interpersonal skills essential for their chosen fields</i> <i>5. Apply global and cultural perspectives</i> 	<ol style="list-style-type: none"> 1. Read, write, and speak effectively 2. Critical Thinking (interpret, evaluate, and synthesize information) 3. Use technology to achieve educational objectives 4. Use interpersonal skills essential for their chosen fields Apply global and cultural perspectives

Relationship between department-level SLOs and college-level SLOs

Department-level SLOs should be tied to the mission and goals of the College. Therefore, some department-level SLOs should overlap with college-level SLOs. Please use the matrix below to demonstrate how your department-level SLOs overlap with the following college-level SLOs:

- **Effective Communication:** Students should be able to read, write, speak, and listen.
- **Critical Thinking:** Students should be able to analyze and evaluate data, synthesize information, think creatively, make judgments, make decisions, and solve problems.
- **Information and Communication Technology Literacy:** Students should be able to identify, locate, interpret, evaluate, synthesize, present, and communicate accurate and reliable information.
- **Interpersonal Skills:** Students should be able to function effectively and appropriately in social and professional situations and settings.
- **Global and cultural Perspective:** Students should understand the cultural, social, historical, political, technological, linguistic, and economic interconnectedness of our world in order to interact respectfully and productively with citizens of other nations.

General Education Objectives		Effective Communication	Critical Thinking	Information and Communication Technology Literacy	Interpersonal Skills	Global and cultural Perspective	Department-level SLO conceptually different from college-level SLOs
		✓	✓	✓	✓	✓	✓
Prefix and course number	SLOs you will be assessing this academic year						
LEA 106	STUDENTS WILL DEMONSTRATE APPROPRIATE DECISION MAKING SKILLS IN APPLYING USE OF FORCE THROUGH DEMONSTRATE AND WRITTEN EXAMINATION BY THE COMPLETION OF THE ARREST AND CONTROL COURSE.	X	X		X	X	

ASL Planning Forms:

Describe the department student learning outcomes (SLOs) you are planning to assess in this cycle, including processes, sampling methods, performance targets, and instructional methods. Because the analysis of results is specific to each SLO and course, please present each prefix and SLO in separate planning forms provided below. (Add additional planning forms if necessary.) However, the general education core competencies may involve a number of prefixes and/or course sections.

During the academic year, you may adjust present or add new SLOs and prefixes. However, you may not delete SLOs from this plan once your plan has been approved. Instead, at the end of the academic year, you will indicate the reason(s) you were unable to assess or decided not to assess the SLO(s). Also, indicate whether you plan to assess the SLO(s) next academic year.

Plan Assessment of Student Learning (Due Date)			
SLO 1:			
Rationale for choosing this SLO	To assess Students level of Critical Thinking in applying Use of Force Options		
Assessment Method(s) (✓)	() SELECTED RESPONSE () EXTENDED WRITTEN RESPONSE (x) PERFORMANCE ASSESSMENT (x) PERSONAL COMMUNICATION		
Assessment Tool(s) <i>Direct Assessment – type of assignment [i.e.- exam; project; exhibit; oral presentation]</i>	Feedback from instructor; Physical demonstration; Timed written assessment examination.		
Scoring Method(s) (If using a rubric, it must be attached to this document.) <i>Measurement of Student Performance – [i.e.- #/% correct answers; # points; rubric]</i>	Pass/Fail Instructor review on physical demonstration; 70% score on written examination.		
Sampling method/Number of Students to be Assessed	22		
Performance Target(s) <i>Desired Level of Performance – [i.e.-80% of students will achieve 80%; 90% of students will achieve 70%]</i>	100% of students will complete the physical demonstration component, and 100% of students will pass the written examination with a score of 70%.		
Timeframe of assessment tasks <i>When the assessment will occur – [i.e.- pre/post-tests; midterm; final]</i>	Fall and Spring semesters, 2016		
Faculty members involved in the assessment tasks	ASSESSED COURSE	INSTRUCTOR(S) ASSESSING COURSE	SEMESTER
	LEA 106	Ron Leyba	Fall 2016 Spring 2016
Strategies/Methods planned for teaching this SLO	Students will be assessed through instructor demonstrations and written examination.		
Results Assessment of Student Learning (Due Date)			
SLO 1:			
Results: Analysis and Interpretation of Results/Findings <i>(How many students were assessed? What does the data show? What conclusions can you draw about the course, students, methodology, or other practices? What factors contributed to</i>	22 students were assessed and all Cadets passed through the program with demonstrations of functional movement exercises as well as a written exam. The wellness and nutritional component was very well received and many questions were asked concerning “what to eat”. All Cadets were measured for body fat content and strategies were discussed in large group, concerning how to reduce overall fat content which can lead to a healthier lifestyle.		

<i>these results? Can you compare the results to previous baselines or activities?)</i>			
Use of Results <i>(What changes were made after reviewing the results? How will you follow-up to measure improvement? Will you be reassessing this SLO next AY? Are you closing the loop?)</i>	I would like to re-assess this SLO and modify the program to include more discussions and demonstration of what foods are healthy for keeping ourselves fit. Much interest was shown and enthusiasm for this area of the SLO.		
Plan Assessment of Student Learning (Due Date)			
SLO 2:			
Rationale for choosing this SLO			
Assessment Method(s) (✓)	() SELECTED RESPONSE	() EXTENDED WRITTEN RESPONSE	() PERFORMANCE ASSESSMENT
Assessment Tool(s) <i>Direct Assessment – type of assignment [i.e.- exam; project; exhibit; oral presentation]</i>	Instructor Observation, written exam, and demonstration.		
Scoring Method(s) (If using a rubric, it must be attached to this document.) <i>Measurement of Student Performance – [i.e.- #/% correct answers; # points; rubric]</i>	70% passing on both the written exam, and demonstration		
Sampling method/Number of Students to be Assessed	22		
Performance Target(s) <i>Desired Level of Performance – [i.e.-80% of students will achieve 80%; 90% of students will achieve 70%]</i>	70%		
Timeframe of assessment tasks <i>When the assessment will occur – [i.e.- pre/post-tests; midterm; final]</i>	Fall/spring 2016		
Faculty members involved in the assessment tasks	ASSESSED COURSE	INSTRUCTOR(S) ASSESSING COURSE	SEMESTER
Strategies/Methods planned for teaching this SLO			

Results Assessment of Student Learning (Due Date)

SLO 2:

Results: Analysis and Interpretation of Results/Findings

(How many students were assessed? What does the data show? What conclusions can you draw about the course, students, methodology, or other practices? What factors contributed to these results? Can you compare the results to previous baselines or activities?)

Example of one of the curriculum improvements:

22 Cadets were assessed and all passed with a score of at least 70% and instructor observation of all movements required. Cadets were challenged and assessed on the issue of appropriate use of force, decision making and which method to utilize given a variety of situations.

Use of Results

(What changes were made after reviewing the results? How will you follow-up to measure improvement? Will you be reassessing this SLO next AY? Are you closing the loop?)

Would very much like to re-assess this SLO as it is new, and appropriate decision making skills are so very critical to law enforcement and our community relationships.

Assessment Plan AY 2016 Health & Public Safety Division

Department: Medical Assistant

Date: 12-11-2015

Prepared by: Kathy Maurello

REVIEWED by Department Chair: Kathy Maurello

Reviewed by the ASL Division Committee:

Department Mission	<p>To instill professional and ethical responsibilities and to provide quality health care education that prepares the student to become an integral member of the community.</p>
<p>Department Level SLOs to Be Assessed <i>List all department-specific SLOs you will be assessing. Each SLO will be described separately and fully in the forms below.</i></p>	<ul style="list-style-type: none"> • SLO #1: Students will be able to ...perform a blood pressure reading accurately and consistently in the lab with 80% proficiency. • SLO #2: Students will be able to ...define legal and ethical parameters within the medical office. • SLO #3: Students will be able to ... demonstrate proper techniques of sterilization and care of surgical instruments. • SLO #4: Students will be able to...accurately collect evidence and re-evaluate the outcome conclusions from a patient's history using the critical thinking value rubric. • SLO #5: Students will be able to... define and demonstrate the correct needle usage related to patient needs based on their diagnosis. • SLO #6: Students will be able to ... Knowledge in the following areas upon graduation: Anatomy and Physiology, Medical Terminology, Medical Law and Ethics, Human Relations and Patient
<p>Select PCC General Education Core Competencies to be assessed:</p> <ol style="list-style-type: none"> 1. Read, write, and speak effectively 2. Critical Thinking (interpret, evaluate, and synthesize information) 3. Use technology to achieve educational objectives 	

4. <i>Use interpersonal skills essential for their chosen fields</i> 5. <i>Apply global and cultural perspectives</i>	
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Relationship between department-level SLOs and college-level SLOs

Department-level SLOs should be tied to the mission and goals of the College. Therefore, some department-level SLOs should overlap with college-level SLOs. Please use the matrix below to demonstrate how your department-level SLOs overlap with the following college-level SLOs:

- **Effective Communication:** Students should be able to read, write, speak, and listen.
- **Critical Thinking:** Students should be able to analyze and evaluate data, synthesize information, think creatively, make judgments, make decisions, and solve problems.
- **Information and Communication Technology Literacy:** Students should be able to identify, locate, interpret, evaluate, synthesize, present, and communicate accurate and reliable information.
- **Interpersonal Skills:** Students should be able to function effectively and appropriately in social and professional situations and settings.
- **Global and cultural Perspective:** Students should understand the cultural, social, historical, political, technological, linguistic, and economic interconnectedness of our world in order to interact respectfully and productively with citizens of other nations.

General Education Objectives		Effective Communication	Critical Thinking	Information and Communication Technology Literacy	Interpersonal Skills	Global and cultural Perspective	Department-level SLO conceptually different from college-level SLOs
		✓	✓	✓	✓	✓	✓
Prefix and course number	SLOs you will be assessing this academic year						
MOT 136	<ul style="list-style-type: none"> • SLO #4: Students will be able to...accurately collect evidence and re-evaluate the outcome conclusions from a patient's history using the critical thinking value rubric. 	✓	✓		✓		✓
MOT 140	<ul style="list-style-type: none"> • SLO #5: Students will be able to... define and demonstrate the correct needle 	✓	✓		✓		

	usage related to patient needs based on their diagnosis.						
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ASL Planning Forms:

Describe the department student learning outcomes (SLOs) you are planning to assess in this cycle, including processes, sampling methods, performance targets, and instructional methods. Because the analysis of results is specific to each SLO and course, please present each prefix and SLO in separate planning forms provided below. (Add additional planning forms if necessary.) However, the general education core competencies may involve a number of prefixes and/or course sections.

During the academic year, you may adjust present or add new SLOs and prefixes. However, you may not delete SLOs from this plan once your plan has been approved. Instead, at the end of the academic year, you will indicate the reason(s) you were unable to assess or decided not to assess the SLO(s). Also, indicate whether you plan to assess the SLO(s) next academic year.

Plan Assessment of Student Learning (Due Date)			
SLO 1: Students will be able to...accurately collect evidence and re-evaluate the outcome conclusions from a patient's history using the critical thinking value rubric.			
Rationale for choosing this SLO			
Assessment Method(s) (✓)	() SELECTED RESPONSE	() EXTENDED WRITTEN RESPONSE	✓ () PERFORMANCE ASSESSMENT
Assessment Tool(s) <i>Direct Assessment – type of assignment [i.e.- exam; project; exhibit; oral presentation]</i>	Student will be performing a new patient check in on each other in the lab.		
Scoring Method(s) (If using a rubric, it must be attached to this document.) <i>Measurement of Student Performance – [i.e.- #/% correct answers; # points; rubric]</i>	Rubric		
Sampling method/Number of Students to be Assessed	13 students on the Pueblo Campus, and 10 students on the SCCC Campus		
Performance Target(s) <i>Desired Level of Performance – [i.e.-80% of students will achieve 80%; 90% of students will achieve 70%]</i>	80% of students will achieve 70% or higher.		
Timeframe of assessment tasks <i>When the assessment will occur – [i.e.- pre/post-tests; midterm; final]</i>	Students will be assessed by the end of December 2015.		
	ASSESSED COURSE	INSTRUCTOR(S) ASSESSING COURSE	SEMESTER

Faculty members involved in the assessment tasks	MOT 136	Kathy Maurello, Laurie Mishmash Dianne Doerfer	Fall 2015
Strategies/Methods planned for teaching this SLO	Powerpoint lectures, skilled checks in lab		
Results Assessment of Student Learning (1-27-17)			
SLO 1:			
Results: Analysis and Interpretation of Results/Findings <i>(How many students were assessed? What does the data show? What conclusions can you draw about the course, students, methodology, or other practices? What factors contributed to these results? Can you compare the results to previous baselines or activities?)</i>	77% of students (10 out of 13) for the Pueblo campus passed this skilled competency at 80% accuracy or higher. Three students really struggled with using critical thinking skills to accurately assess a new patient check in that presented concerns with wound care. Data was not collected for our Branch campus.		
Use of Results <i>(What changes were made after reviewing the results? How will you follow-up to measure improvement? Will you be reassessing this SLO next AY? Are you closing the loop?)</i>	This SLO was new this year, and based on our results the program will be repeating this SLO next year. To improve student learning and critical thinking skills on checking in new patients with wound care, additional assignments will be created to focus on how to treat wound care and what are the next steps in treating this type of patient. Changes in the curriculum will include spending more time on wound care, so the course outline will reflect this change. The plan will be to include a pre and post assignment instead of one skilled competency. This will allow the students an opportunity to learn from their mistakes and have another chance to perfect their skills.		
Plan Assessment of Student Learning (Due Date)			
SLO 2: Students will be able to... define and demonstrate the correct needle usage related to patient needs based on their diagnosis.			
Rationale for choosing this SLO	We would like to replicate the requirements of the paramedic program in the other programs at the appropriate level.		
Assessment Method(s) (✓)	() SELECTED RESPONSE () EXTENDED WRITTEN RESPONSE (✓) PERFORMANCE ASSESSMENT () PERSONAL COMMUNICATION		
Assessment Tool(s) <i>Direct Assessment – type of assignment [i.e.- exam; project; exhibit; oral presentation]</i>	Student will be analyzing different needles for usage and diagnosis, prior to performing injections on each other in lab.		
Scoring Method(s) (If using a rubric, it must be attached to this document.)	rubric		

<i>Measurement of Student Performance – [i.e.- #/% correct answers; # points; rubric]</i>			
Sampling method/Number of Students to be Assessed	10 students on the Pueblo Campus, and 10 students on the SCCC Campus		
Performance Target(s) <i>Desired Level of Performance – [i.e.-80% of students will achieve 80%; 90% of students will achieve 70%]</i>	80% of students will achieve 70% or higher.		
Timeframe of assessment tasks <i>When the assessment will occur – [i.e.- pre/post-tests; midterm; final]</i>	Students will be assessed by the end of May 2016.		
Faculty members involved in the assessment tasks	ASSESSED COURSE	INSTRUCTOR(s) ASSESSING COURSE	SEMESTER
	MOT 140	Kathy Maurello Dianne Doerfer	Spring 2016
Strategies/Methods planned for teaching this SLO	Powerpoint lectures, skilled checks in lab		
<i>Results Assessment of Student Learning (1-27-17)</i>			
SLO 2:			
Results: Analysis and Interpretation of Results/Findings <i>(How many students were assessed? What does the data show? What conclusions can you draw about the course, students, methodology, or other practices? What factors contributed to these results? Can you compare the results to previous baselines or activities?)</i>	80% of students (8 out of 10) for the Pueblo campus passed this skilled competency at 80% accuracy or higher. Two students really struggled with using critical thinking skills to accurately assess reading needle gauges and lengths and what they are used for. Data was not accurately collected to be included in this report for the SCCC campus.		
Use of Results <i>(What changes were made after reviewing the results? How will you follow-up to measure improvement? Will you be reassessing this SLO next AY? Are you closing the loop?)</i>	This SLO was a suggested from our advisory board committee members so it was new to the program’s curriculum. We did hit our bench march, however, at this time the program would benefit from continuing to assess this SLO next year with the following improvements. Provide additional worksheet assignments on the different lengths and gauges of needles, along with incorporating a pre and post assignment in the curriculum. This will allow students greater feedback on how to improve their knowledge of needles and be better prepared to enter their internships.		

Assessment Plan AY 2016 Health & Public Safety Division

Department: Nursing

Date: January 27th, 2017

Prepared by: Joan Pope

REVIEWED by Department Chair:

Reviewed by the ASL Division Committee:

Department Mission	<u>MISSION</u> To provide excellent education that prepares the learner to become a member of the nursing profession and community, meeting the needs of diverse populations.
Department Level SLOs to Be Assessed <i>List all department-specific SLOs you will be assessing. Each SLO will be described separately and fully in the forms below.</i>	<p>#1. THE STUDENT WILL PROVIDE SAFE, QUALITY, EVIDENCE-BASED, PATIENT-CENTERED NURSING CARE IN A VARIETY OF HEALTHCARE SETTINGS TO DIVERSE PATIENT POPULATIONS ACROSS THE LIFESPAN.</p> <p>#2. THE STUDENT WILL ENGAGE IN CRITICAL THINKING AND CLINICAL REASONING TO MAKE PATIENT-CENTERED CARE DECISIONS.</p>
Select PCC General Education Core Competencies to be assessed: <ol style="list-style-type: none"> 1. <i>Read, write, and speak effectively</i> 2. <i>Critical Thinking (interpret, evaluate, and synthesize information)</i> 3. <i>Use technology to achieve educational objectives</i> 4. <i>Use interpersonal skills essential for their chosen fields</i> 5. <i>Apply global and cultural perspectives</i> 	<ol style="list-style-type: none"> 1. Read, write, and speak effectively 2. Critical Thinking (interpret, evaluate, and synthesize information) 3. Use interpersonal skills essential for their chosen fields

Relationship between department-level SLOs and college-level SLOs

Department-level SLOs should be tied to the mission and goals of the College. Therefore, some department-level SLOs should overlap with college-level SLOs. Please use the matrix below to demonstrate how your department-level SLOs overlap with the following college-level SLOs:

- **Effective Communication:** Students should be able to read, write, speak, and listen.
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- **Information and Communication Technology Literacy:** Students should be able to identify, locate, interpret, evaluate, synthesize, present, and communicate accurate and reliable information.
- **Interpersonal Skills:** Students should be able to function effectively and appropriately in social and professional situations and settings.
- **Global and cultural Perspective:** Students should understand the cultural, social, historical, political, technological, linguistic, and economic interconnectedness of our world in order to interact respectfully and productively with citizens of other nations.

General Education Objectives		Effective Communication	Critical Thinking	Information and Communication Technology Literacy	Interpersonal Skills	Global and cultural Perspective	Department-level SLO conceptually different from college-level SLOs
		✓	✓	✓	✓	✓	✓
Prefix and course number	SLOs you will be assessing this academic year						
NUR206 NUR 211	#1 THE STUDENT WILL provide safe, quality, evidence-based, patient-centered nursing care in a variety of healthcare settings to diverse patient populations across the lifespan.	x	x		x		
NUR230	#2. The student will engage in critical thinking and clinical reasoning to make patient-centered care decisions.	x	x		x		

ASL Planning Forms:

Describe the department student learning outcomes (SLOs) you are planning to assess in this cycle, including processes, sampling methods, performance targets, and instructional methods. Because the analysis of results is specific to each SLO and course, please present each prefix and SLO in separate planning forms provided below. (Add additional planning forms if necessary.) However, the general education core competencies may involve a number of prefixes and/or course sections.

During the academic year, you may adjust present or add new SLOs and prefixes. However, you may not delete SLOs from this plan once your plan has been approved. Instead, at the end of the academic year, you will indicate the reason(s) you were unable to assess or decided not to assess the SLO(s). Also, indicate whether you plan to assess the SLO(s) next academic year.

Plan Assessment of Student Learning (Due Date)	
SLO 1: THE STUDENT WILL PROVIDE SAFE, QUALITY, EVIDENCE-BASED, PATIENT-CENTERED NURSING CARE IN A VARIETY OF HEALTHCARE SETTINGS TO DIVERSE PATIENT POPULATIONS ACROSS THE LIFESPAN.	
Rationale for choosing this SLO	Medication errors are one of the most common causes of unintended harm to patients. They contribute to adverse events that compromise patient safety. The prevention of medication errors, which can happen at every stage of the medication preparation and distribution process, is essential to maintain a safe healthcare system. One third of the errors that harm patients occur during the nurse administration phase: administering medication to patients is therefore a high-risk activity. Spring 2016 data indicated that of 19 second semester students tested, only 21% of students were able to correctly identify IV infusion flow rates for medication. Recommendations were implemented over fall semester and students re-evaluated in NUR 206 and NUR 212.
Assessment Method(s) (✓)	(x) SELECTED RESPONSE () EXTENDED WRITTEN RESPONSE () PERFORMANCE ASSESSMENT () PERSONAL COMMUNICATION
Assessment Tool(s) <i>Direct Assessment – type of assignment [i.e.- exam; project; exhibit; oral presentation]</i>	Assessment 1. During clinical simulation, NUR206 students were asked a series of 6 questions in relation to a particular physician order for an IV medication infusion. Assessment 2. Students were given 3 IV Math quizzes, 10 questions each during NUR 206 simulation. Assessment 3: Students across 3 campuses completed the Advanced IV Math calculation exam in NUR 212. This exam evaluates student competency in accurate calculation of complex IV flow rates.
Scoring Method(s) (If using a rubric, it must be attached to this document.) <i>Measurement of Student Performance – [i.e.- #/% correct answers; # points; rubric]</i>	Assessment 1. 6 questions related to infusion of IVPB medications. Assessment 2. 3 (10 question) quizzes on dosage calculation and calculating IV flow rates Assessment 3. Comprehensive IV calculation exam administered in NUR 212 The percentage scored was: number answered correctly/total questions.
Sampling method/Number of Students to be Assessed	Assessment 1. 17 student quizzes from both Fremont and Pueblo campus Assessment 2. 78 student quizzes were graded, students from both Pueblo and Fremont Campuses

	Assessment 3. 89 students (49 Pueblo, 19 Fremont, 22 SCCC)		
Performance Target(s) <i>Desired Level of Performance – [i.e.-80% of students will achieve 80%; 90% of students will achieve 70%]</i>	For assessments # 1 and 2: 80% of students will get fewer than 2 answers incorrect For assessment #3: 100% of students will score 90% above on one of three possible attempts.		
Timeframe of assessment tasks <i>When the assessment will occur – [i.e.-pre/post-tests; midterm; final]</i>	Students will be tested during their clinical simulation days for NUR 206 (Advanced Concepts of Medical-surgical Nursing) and comprehensive math exam administered beginning in week 13 for NUR 212 semester Fall 2016		
Faculty members involved in the assessment tasks	ASSESSED COURSE	INSTRUCTOR(s) ASSESSING COURSE	SEMESTER
	NUR206 NUR212	Joan Pope, Marilyn Tabor Marilyn Tabor, Joan Pope, Kathy Vaughn	Fall 2016
Strategies/Methods planned for teaching this SLO	Nursing students are first taught the principles of drug calculations in MAT103. During IV therapy lab in NUR106, they are taught the skills for infusion of primary fluids and premixed medications. Once competent in these skills the student is allowed to administer fluid and medications to their patients in the clinical setting. Additionally, in NUR 206 IV therapy lab, students engage in lessons using the Gahart IV therapy book to identify safe rates of infusion, IV compatibility, and calculate safe dosages/IV pump settings for critical care mediations. NUR 212 includes classroom math instruction and homework. There are also 3 interactive Softchalk lessons are available to all students to assist in mastery of complex IV calculation competencies.		
Results Assessment of Student Learning (Due Date)			
SLO 1:	THE STUDENT WILL PROVIDE SAFE, QUALITY, EVIDENCE-BASED, PATIENT-CENTERED NURSING CARE IN A VARIETY OF HEALTHCARE SETTINGS TO DIVERSE PATIENT POPULATIONS ACROSS THE LIFESPAN.		
Results: Analysis and Interpretation of Results/Findings <i>(How many students were assessed? What does the data show? What conclusions can you draw about the course, students, methodology, or other practices? What factors contributed to these results? Can you compare the results to previous baselines or activities?)</i>	Assessment 1. 17 exercises were graded. Of the 17 graded: 5 (29%) got 6/6 or 100% of questions correct 6 (35%) got 5/6 or 83% of questions correct 5 (29%) got 4/6 or 66% questions correct 1 (6%) got 1/6) or 6% of questions correct Assessment 2: 78 quizzes were graded. Of the 78 graded: 71 (91%) students got 100% of the questions correct		

	<p>3 (4%) of students got 90% of the questions correct</p> <p>2 (3%) of students got 80% of questions correct</p> <p>1 (<1%) of student got 40% of questions correct</p> <p>1 student got 30% of questions correct</p> <p>Assessment 3:</p> <table><tr><td>Attempt >90% Pass</td><td>Pueblo Campus</td><td>Fremont Campus</td><td>SCCC Campus</td></tr><tr><td>Pass on 1st attempt</td><td>25 (60%)</td><td>12 (63%)</td><td>21 (95%)</td></tr><tr><td>Pass on 2nd attempt</td><td>16 (38%)</td><td>6 (32%)</td><td>1 (5%)</td></tr><tr><td>Pass on 3rd attempt</td><td>1 (2%)</td><td>1 (5%)</td><td></td></tr></table>	Attempt >90% Pass	Pueblo Campus	Fremont Campus	SCCC Campus	Pass on 1 st attempt	25 (60%)	12 (63%)	21 (95%)	Pass on 2 nd attempt	16 (38%)	6 (32%)	1 (5%)	Pass on 3 rd attempt	1 (2%)	1 (5%)	
Attempt >90% Pass	Pueblo Campus	Fremont Campus	SCCC Campus														
Pass on 1 st attempt	25 (60%)	12 (63%)	21 (95%)														
Pass on 2 nd attempt	16 (38%)	6 (32%)	1 (5%)														
Pass on 3 rd attempt	1 (2%)	1 (5%)															
<p>Use of Results</p> <p><i>(What changes were made after reviewing the results? How will you follow-up to measure improvement? Will you be reassessing this SLO next AY? Are you closing the loop?)</i></p>	<p>Assessment 1: Questions on this assessment in particular were specific to safe infusion times and IV drug compatibility for IV push medications. Outcomes did not meet target goal of 80% rather than only 64 % of students were able to score above 80%, indicating that additional instruction is needed to achieve competency in this area. Revision of course curriculum (NUR 106 and 206) for IV labs has been implemented by faculty to include instruction and activities planned to improve this outcome. ATI tutorials on IV therapy and dosage calculation, as well as competency exams will be used on all 3 campuses.</p> <p>Current 2nd year Students will be re-evaluated during NUR 230 simulation exercises this spring. Current 1st year students will be re-evaluated next in 206 simulation this fall.</p> <p>Assessment 2: Goal was met with 91% of students achieving 100% on quizzes. Faculty will continue include ongoing assessment of math skills by including 5-10 math questions on every course exam.</p> <p>Assessment 3: Goal was met with 100% of students across all 3 campuses achieving > than 90% on by the third attempt.</p> <p>Assessment of this SLO will be ongoing. Additional assessment methods are needed.</p>																

	Faculty is currently developing a comprehensive policy for (medication administration) math instruction, testing, remediation and outcomes measurements.		
Plan Assessment of Student Learning (Due Date)			
SLO 2: THE STUDENT WILL ENGAGE IN CRITICAL THINKING AND CLINICAL REASONING TO MAKE PATIENT-CENTERED CARE DECISIONS.			
Rationale for choosing this SLO	<p>Nurses with effective clinical reasoning skills have a positive impact on patient outcomes. Conversely, those with poor clinical reasoning skills often fail to detect impending patient deterioration resulting in a “failure-to-rescue”. As students learn to function more independently in the clinical setting they must collect cues, process the information, come to an understanding of a patient problem or situation, plan and implement interventions, evaluate outcomes, and reflect on and learn from the process. It can be presumed that improvement in evaluation can be accompanied by corresponding improvement in patient assessment since valid data is needed to complete/continue the evaluation process.</p> <p>The department’s spring report identified areas of weakness in student’s utilization of the nursing process and ability to identify priority patient goals that are measureable.</p>		
Assessment Method(s) (✓)	<input type="checkbox"/> SELECTED RESPONSE <input checked="" type="checkbox"/> EXTENDED WRITTEN RESPONSE <input type="checkbox"/> PERFORMANCE ASSESSMENT <input type="checkbox"/> PERSONAL COMMUNICATION		
Assessment Tool(s) <i>Direct Assessment – type of assignment [i.e.- exam; project; exhibit; oral presentation]</i>	Assessment: 11 multiple choice questions and 5 matching exercises pertaining to application of the nursing process, with 5 questions specific to identifying priority outcome criteria.		
Scoring Method(s) (If using a rubric, it must be attached to this document.) <i>Measurement of Student Performance – [i.e.- #/% correct answers; # points; rubric]</i>	The percentage score was: number answered correctly/total questions.		
Sampling method/Number of Students to be Assessed	4 th semester nursing students enrolled in the NUR 216 course, Advanced Medical Surgical Nursing 2 students Pueblo campus 18 students Fremont campus 26 students from the Pueblo campus		
Performance Target(s) <i>Desired Level of Performance – [i.e.-80% of students will achieve 80%; 90% of students will achieve 70%]</i>	90% of students will achieve 80% or above on each exercise		
Timeframe of assessment tasks <i>When the assessment will occur – [i.e.- pre/post-tests; midterm; final]</i>	Spring semester 2016		
	ASSESSED COURSE	INSTRUCTOR(S) ASSESSING COURSE	SEMESTER

Faculty members involved in the assessment tasks	NUR216	Valerie Galloway Joan Pope	Spring 2016
Strategies/Methods planned for teaching this SLO	The Nursing Process is the organizational framework practice of Nursing. Nursing process (data collection, patient outcomes) is introduced in NUR109, Fundamentals of Nursing. For each clinical course throughout the curriculum (NUR106, NUR150, NUR206, MUR211, NUR216, NUR230) students completed and are graded on nursing care plans. Instructor’s class instruction and feedback on weekly and comprehensive clinical care plans is ongoing in every course as a means of developing critical thinking and clinical reasoning skills through application of the Nursing Process. Ongoing assessment of student’s comprehension and application of the nursing process is carried out in each course through testing as well as scoring on the comprehensive care plan. It is expected that students will become more proficient with the progression of each course.		
Results Assessment of Student Learning (Due Date)			
SLO 2:	THE STUDENT WILL ENGAGE IN CRITICAL THINKING AND CLINICAL REASONING TO MAKE PATIENT-CENTERED CARE DECISIONS.		
Results: Analysis and Interpretation of Results/Findings <i>(How many students were assessed? What does the data show? What conclusions can you draw about the course, students, methodology, or other practices? What factors contributed to these results? Can you compare the results to previous baselines or activities?)</i>	Of the 45 exercises graded: 6 students scored between 90 and 100% (14%) 8 students scored between 80 and 90% (18%) 11 students scored between 70 and 80% (25%) 14 students scored between 60 and 70% (32%) 5 students scored below 60% (11%)		
Use of Results <i>(What changes were made after reviewing the results? How will you follow-up to measure improvement? Will you be reassessing this SLO next AY? Are you closing the loop?)</i>	The results show that more instruction is needed to improve students’ understanding of and ability to apply the nursing process to define priorities and patient goals/outcomes. Recommendations: 1. Enhance instruction on steps of the nursing process, application of the nursing process, and writing patient goals/outcomes in each clinical and didactic course. 2. Review how care was prioritized after each clinical day in clinical post conferences. 3. Emphasize patient outcomes and priority care during clinical simulation. First year faculty have designed and are piloting a new tool designed to enhance comprehension and application of the Nursing Process to complete a care plan. This tool provides essential clues and will allow faculty to provide valuable feedback to students.		

	<p>Faculty is also in the process of creating an interactive Softchalk lesson to facilitate understanding and application of each step of the Nursing Process in delivering competent, comprehensive, patient-centered care.</p> <p>Assessment of this SLO will be ongoing. Additional assessment methods are needed.</p>

Assessment Plan AY 2016 Health & Public Safety Division

Department: Occupational Therapy Assistant

Date: January 26, 2017

Prepared by: Jennifer Geitner and Tricia Vigil

REVIEWED by Department Chair: Tricia Vigil

Reviewed by the ASL Division Committee:

Department Mission	To provide quality OTA education that prepares the student to be a member of the profession and the community that supports student learning over the course of a lifetime, and that prepares the learner to meet the needs of diverse populations in an ever changing healthcare and educational environment.
Department Level SLOs to Be Assessed <i>List all department-specific SLOs you will be assessing. Each SLO will be described separately and fully in the forms below.</i>	<ol style="list-style-type: none"> Students will model ethical, legal and professional values and beliefs congruent with the profession in all practice settings. Students will develop therapeutic programs to meet established goals based on acquired knowledge, published research, and practical experiences. Students will demonstrate clinical reasoning skills during client centered interventions through innovative strategies. Students will provide culturally competent care to individuals in a variety of settings. Students will professionally interact within an interdisciplinary team and demonstrate core competencies that are required by the profession in order to practice with diverse populations.
Select PCC General Education Core Competencies to be assessed: <ol style="list-style-type: none"> <i>Read, write, and speak effectively</i> <i>Critical Thinking (interpret, evaluate, and synthesize information)</i> 	<ol style="list-style-type: none"> 1. READ, WRITE, AND SPEAK EFFECTIVELY 2. CRITICAL THINKING (INTERPRET, EVALUATE, AND SYNTHESIZE INFORMATION) 3. USE INTERPERSONAL SKILLS ESSENTIAL FOR THEIR CHOSEN FIELDS 4. APPLY GLOBAL AND CULTURAL PERSPECTIVES

3. <i>Use technology to achieve educational objectives</i> 4. <i>Use interpersonal skills essential for their chosen fields</i> 5. <i>Apply global and cultural perspectives</i>	
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Relationship between department-level SLOs and college-level SLOs

Department-level SLOs should be tied to the mission and goals of the College. Therefore, some department-level SLOs should overlap with college-level SLOs. Please use the matrix below to demonstrate how your department-level SLOs overlap with the following college-level SLOs:

- **Effective Communication:** Students should be able to read, write, speak, and listen.
- **Critical Thinking:** Students should be able to analyze and evaluate data, synthesize information, think creatively, make judgments, make decisions, and solve problems.
- **Information and Communication Technology Literacy:** Students should be able to identify, locate, interpret, evaluate, synthesize, present, and communicate accurate and reliable information.
- **Interpersonal Skills:** Students should be able to function effectively and appropriately in social and professional situations and settings.
- **Global and cultural Perspective:** Students should understand the cultural, social, historical, political, technological, linguistic, and economic interconnectedness of our world in order to interact respectfully and productively with citizens of other nations.

General Education Objectives		Effective Communication	Critical Thinking	Information and Communication Technology Literacy	Interpersonal Skills	Global and cultural Perspective	Department-level SLO conceptually different from college-level SLOs
		✓	✓	✓	✓	✓	✓
Prefix and course number	SLOs you will be assessing this academic year						
OTA 216	Students will be able to document efficiently in order to increase competency for community fieldwork expectations and performance skills.	X	X		X		X
OTA 218	Students will be able to implement appropriate treatment interventions in order to increase confidence for fieldwork	X	X		x	X	X

ASL Planning Forms:

Describe the department student learning outcomes (SLOs) you are planning to assess in this cycle, including processes, sampling methods, performance targets, and instructional methods. Because the analysis of results is specific to each SLO and course, please present each prefix and SLO in separate planning forms provided below. (Add additional planning forms if necessary.) However, the general education core competencies may involve a number of prefixes and/or course sections.

During the academic year, you may adjust present or add new SLOs and prefixes. However, you may not delete SLOs from this plan once your plan has been approved. Instead, at the end of the academic year, you will indicate the reason(s) you were unable to assess or decided not to assess the SLO(s). Also, indicate whether you plan to assess the SLO(s) next academic year.

Plan Assessment of Student Learning		
SLO 1: Students will be able to document efficiently in order to be competent with written communication skills.		
Rationale for choosing this SLO	Revisiting goal from 2015-2016 in order to increase competency for community fieldwork expectations and understanding of performance skills being observed.	
Assessment Method(s) (✓)	() SELECTED RESPONSE (X) EXTENDED WRITTEN RESPONSE () PERFORMANCE ASSESSMENT (X) PERSONAL COMMUNICATION	
Assessment Tool(s) <i>Direct Assessment – type of assignment [i.e.- exam; project; exhibit; oral presentation]</i>	SOAP note documentation; feedback from instructor/peers; timed assessment; content assessment after watching videos and performing more hands on interventions within the pediatric simulation labs	
Scoring Method(s) (If using a rubric, it must be attached to this document.) <i>Measurement of Student Performance – [i.e.- #/% correct answers; # points; rubric]</i>	Percentage of students completing documentation in 10 minutes or less.	
Sampling method/Number of Students to be Assessed	18	
Performance Target(s) <i>Desired Level of Performance – [i.e.-80% of students will achieve 80%; 90% of students will achieve 70%]</i>	75% of students will complete documentation in less than 10 minutes.	
Timeframe of assessment tasks <i>When the assessment will occur – [i.e.- pre/post-tests; midterm; final]</i>	Students will be timed at least 2 times in OTA 221 (pediatrics) throughout the semester.	
	ASSESSED COURSE	INSTRUCTOR(S) ASSESSING COURSE SEMESTER

Faculty members involved in the assessment tasks	OTA 221	Tricia Vigil	Fall 2016
Strategies/Methods planned for teaching this SLO	Practice with observation skills and documentation after reviewing: peer intervention strategies, videos, and case studies. Feedback given each time in order to increase outcome throughout the semester.		
Results Assessment of Student Learning (Due Date)			
SLO 1:			
Results: Analysis and Interpretation of Results/Findings <i>(How many students were assessed? What does the data show? What conclusions can you draw about the course, students, methodology, or other practices? What factors contributed to these results? Can you compare the results to previous baselines or activities?)</i>	Students were timed on their documentation 3x's throughout the OTA 221 Pediatric class. On October 13, 2016 1/18 students were able to document in the 10 minute time frame (.05%). November 16, 2016 3/18 were able to document in the 10 minute time frame (.17%), and on November 30, 2016 3/18 (.17%). The OTA Program simulation labs and specific occupational therapy videos used from ICE Learning the (International Clinical Educators, Inc.) gives students a more experiential learning experience to draw from, and has improved their observation skills in order to write professional therapy notes. Results have decreased since the 2015-16 data collection. Using this data for the last 2 years and seeing the small percentages; the instructor believes the goal is not realistic with where the students are at within their educational experience.		
Use of Results <i>(What changes were made after reviewing the results? How will you follow-up to measure improvement? Will you be reassessing this SLO next AY? Are you closing the loop?)</i>	After review, the goal of increasing the students' knowledge of good observation and documentation continues to be appropriate, but the time frame of 10 minutes discourages the OTA students getting ready to go out into their fieldwork. Since students are not documenting every day during their didactic portion of their education 15 minutes is more realistic for where students are within the program. Continue Goal with realistic timeframe.		
Plan Assessment of Student Learning (Due Date)			
SLO 2: Students will be able to implement appropriate treatment interventions in order to increase competence for fieldwork			
Rationale for choosing this SLO	Community partners have mentioned they wish students demonstrated more confidence and this is one way to assist students in this area. Data was collected through the NBCOT exam and there were lower numbers in treatment interventions/implementation (Domain 2.1: Implement the treatment plan by using critical reasoning to select interventions and approaches consistent with general medical, neurological, and		

	musculoskeletal conditions and client needs in order to achieve functional outcomes within areas of occupation).		
Assessment Method(s) (✓)	() SELECTED RESPONSE () EXTENDED WRITTEN RESPONSE (X) PERFORMANCE ASSESSMENT () PERSONAL COMMUNICATION		
Assessment Tool(s) <i>Direct Assessment – type of assignment [i.e.- exam; project; exhibit; oral presentation]</i>	Intervention demonstration and Intervention Skills Assessment, instructor/peer feedback, and survey tool through use of Survey Monkey.		
Scoring Method(s) (If using a rubric, it must be attached to this document.) <i>Measurement of Student Performance – [i.e.- #/% correct answers; # points; rubric]</i>	Revised scoring rubric and implemented in Fall 2016 semester after review of student feedback on rubric in the Fall of 2016. Students reported through a survey that they did not like the grading associated with the rubric by their peers. Rubric revision changed based on student feedback to a met or not met check-off system. The performance target was also changed to reflect confidence in interventions based on the Survey Monkey questionnaire that was given.		
Sampling method/Number of Students to be Assessed	20		
Performance Target(s) <i>Desired Level of Performance – [i.e.-80% of students will achieve 80%; 90% of students will achieve 70%]</i>	85% of students will score a 4 or 5 (agree/strongly agree on question 3 of the simulation survey.		
Timeframe of assessment tasks <i>When the assessment will occur – [i.e.- pre/post-tests; midterm; final]</i>	Intervention skills rubric given throughout Fall 2016 in OTA 218 after 5 different diagnoses were covered. Survey given at the end of the Fall 2016 semester.		
Faculty members involved in the assessment tasks	ASSESSED COURSE	INSTRUCTOR(S) ASSESSING COURSE	SEMESTER
	OTA 218	Jennifer Geitner	Fall 2016
Strategies/Methods planned for teaching this SLO	Demonstration, return demonstration, peer review, handouts, internet/textbook examples.		
Results Assessment of Student Learning (Due Date)			
SLO 2:			
Results: Analysis and Interpretation of Results/Findings <i>(How many students were assessed? What does the data show? What conclusions can you draw about the course, students, methodology,</i>	Intervention simulation was developed and incorporated into the OTA 218: Application to Adult Physical Disabilities course. The Intervention Rubric was revised with a “Met” of “Not Met” in 6 areas: Goal Oriented, Safety, Utilizes Clinical Reasoning, Functional/Purposeful, and Interaction With Patients/Communication/Professionalism. 20 students were assessed using this Intervention		

<p><i>or other practices? What factors contributed to these results? Can you compare the results to previous baselines or activities?)</i></p>	<p>Rubric on each diagnoses covered in the course. 13/20 students “met” all 5 criterion on 5 different diagnoses skills assessment checklists. 7 students had “not met” in only 1 of 5 criterion over the 5 diagnoses skills assessments. Students had different partners for each intervention, so they were able to receive feedback from several people. For increased understanding and data collection, the survey was administered to a new class with a revised Intervention Rubric in the Fall 2016 semester. 20 students responded to the survey with 90% of students responding with a 4 or 5 (agree or strongly agree) on question 3: I have more confidence in my intervention abilities after participating in simulation. The change in the rubric along with an easier delivery of simulation may have contributed to the increase in percentages. Based on 20 students, 80% of students felt the peer review was helpful and 85% reported the intervention skills rubric was helpful in their learning.</p>
<p>Use of Results</p> <p><i>(What changes were made after reviewing the results? How will you follow-up to measure improvement? Will you be reassessing this SLO next AY? Are you closing the loop?)</i></p>	<p>We will continue to develop our simulation program to incorporate more learning opportunities for students to gain confidence with interventions for fieldwork. Discontinue Goal.</p>

Assessment Plan AY 2016 Health & Public Safety Division

Department: Physical Therapy Assistant

Date:

Prepared by:

REVIEWED by Department Chair:

Reviewed by the ASL Division Committee:

<p>Department Mission</p>	<p><u>MISSION</u> The PTA Program mission is to provide students with the opportunity to gain skills and knowledge and to instill professional and ethical responsibilities in preparation for entry level employment as a physical therapist assistant to meet the needs of a diverse population in an ever-changing health care environment.</p>
<p>Department Level SLOs to Be Assessed <i>List all department-specific SLOs you will be assessing. Each SLO will be described separately and fully in the forms below.</i></p>	<p>#1. STUDENT WILL BE ABLE TO INTERPRET THE PHYSICAL THERAPY EVALUATION AND FORMULATE APPROPRIATE INTERVENTIONS TO REACH THE GOALS SET FORTH BY THE PHYSICAL THERAPIST.</p> <p>#2. STUDENT WILL BE ABLE TO ASSESS THE PATIENT’S CURRENT STATUS AND RECOGNIZE THE NEED FOR PROGRESSION AND MODIFICATION OF INTERVENTIONS TO PROGRESS THE PATIENT UNDER THE SUPERVISION OF THE PHYSICAL THERAPIST.</p>
<p>Select PCC General Education Core Competencies to be assessed:</p> <ol style="list-style-type: none"> 1. Read, write, and speak effectively 2. Critical Thinking (interpret, evaluate, and synthesize information) 3. Use technology to achieve educational objectives 4. Use interpersonal skills essential for their chosen fields 5. Apply global and cultural perspectives 	<p>ALL OF THE GENERAL EDUCATION CORE COMPETENCIES ARE ADDRESSED. PHYSICAL THERAPIST ASSISTANT (PTA) GRADUATES MUST BE ABLE TO PERFORM ALL OF THE GENERAL EDUCATION CORE COMPETENCIES TO BE ABLE TO CARRY OUT ALL OF THEIR JOB DEMANDS. PTAS NEED TO READ AND INTERPRET THE EVALUATION AND OTHER HEALTH CARE PROFESSIONALS’ NOTES; SPEAK TO PATIENTS, NURSES, FAMILY MEMBERS AND DOCTORS; DOCUMENT PATIENTS’ TREATMENTS; WRITE HOME EXERCISE PROGRAMS FOR PATIENTS AND PROGRESS NOTES TO DOCTORS AND 3RD PARTY PAYORS. CRITICAL THINKING IS IMPERATIVE FOR A PTA TO BE ABLE TO INTERPRET THE EVALUATION AND PERFORM ASSESSMENTS WITH A PATIENT AS WELL AS CARRY OUT THE PLAN OF CARE AND PROGRESS A PATIENT. CRITICAL THINKING IS ALSO INTEGRAL TO PATIENT SAFETY. PTAS WILL BE PERFORMING COMPUTER DOCUMENTATION AS WELL AS PROVIDING TREATMENTS USING TECHNOLOGY. INTERPERSONAL SKILLS ARE ESSENTIAL SKILLS PTAS MUST POSSESS TO COMMUNICATE WITH PATIENTS, FAMILIES, AND OTHER HEALTH CARE PROFESSIONALS. PTAS WILL BE INTERACTING WITH PATIENTS FROM ALL CULTURES AND MUST BE AWARE OF AND RESPECTFUL OF THE DIFFERENT CULTURAL ASPECTS OF THE PATIENTS THEY TREAT.</p>

Relationship between department-level SLOs and college-level SLOs

Department-level SLOs should be tied to the mission and goals of the College. Therefore, some department-level SLOs should overlap with college-level SLOs. Please use the matrix below to demonstrate how your department-level SLOs overlap with the following college-level SLOs:

- **Effective Communication:** Students should be able to read, write, speak, and listen.
- **Critical Thinking:** Students should be able to analyze and evaluate data, synthesize information, think creatively, make judgments, make decisions, and solve problems.
- **Information and Communication Technology Literacy:** Students should be able to identify, locate, interpret, evaluate, synthesize, present, and communicate accurate and reliable information.
- **Interpersonal Skills:** Students should be able to function effectively and appropriately in social and professional situations and settings.
- **Global and cultural Perspective:** Students should understand the cultural, social, historical, political, technological, linguistic, and economic interconnectedness of our world in order to interact respectfully and productively with citizens of other nations.

General Education Objectives		Effective Communication	Critical Thinking	Information and Communication Technology Literacy	Interpersonal Skills	Global and cultural Perspective	Department-level SLO conceptually different from college-level SLOs
		✓	✓	✓	✓	✓	✓
Prefix and course number	SLOs you will be assessing this academic year						
PTA 281	#1. STUDENT WILL BE ABLE TO INTERPRET THE PHYSICAL THERAPY EVALUATION AND FORMULATE APPROPRIATE INTERVENTIONS TO REACH THE GOALS SET FORTH BY THE PHYSICAL THERAPIST.						
PTA 282	#2. STUDENT WILL BE ABLE TO ASSESS THE PATIENT'S CURRENT STATUS AND RECOGNIZE THE NEED FOR PROGRESSION AND MODIFICATION OF INTERVENTIONS TO PROGRESS THE PATIENT UNDER THE SUPERVISION OF THE PHYSICAL THERAPIST.						

ASL Planning Forms:

Describe the department student learning outcomes (SLOs) you are planning to assess in this cycle, including processes, sampling methods, performance targets, and instructional methods. Because the analysis of results is specific to each SLO and course, please present each prefix and SLO in separate planning forms provided below. (Add additional planning forms if necessary.) However, the general education core competencies may involve a number of prefixes and/or course sections.

During the academic year, you may adjust present or add new SLOs and prefixes. However, you may not delete SLOs from this plan once your plan has been approved. Instead, at the end of the academic year, you will indicate the reason(s) you were unable to assess or decided not to assess the SLO(s). Also, indicate whether you plan to assess the SLO(s) next academic year.

Plan Assessment of Student Learning (Due Date)			
SLO 1: STUDENT WILL BE ABLE TO INTERPRET THE PHYSICAL THERAPY EVALUATION AND FORMULATE APPROPRIATE INTERVENTIONS TO REACH THE GOALS SET FORTH BY THE PHYSICAL THERAPIST.			
Rationale for choosing this SLO	Although PTAs work under the supervision of the PT, it is not necessarily direct supervision. PTAs need to be able to implement, modify and assess interventions in order to safely progress a patient. many patients have comorbidities and medications that can affect their ability to safely participate in physical therapy. A PTA needs to be able to synthesize all this information in order to treat a patient safely and effectively.		
Assessment Method(s) (✓)	<input type="checkbox"/> SELECTED RESPONSE <input type="checkbox"/> EXTENDED WRITTEN RESPONSE <input checked="" type="checkbox"/> PERFORMANCE ASSESSMENT <input type="checkbox"/> PERSONAL COMMUNICATION		
Assessment Tool(s) <i>Direct Assessment – type of assignment [i.e.- exam; project; exhibit; oral presentation]</i>	Direct assessment by the clinical instructor		
Scoring Method(s) (If using a rubric, it must be attached to this document.) <i>Measurement of Student Performance – [i.e.- #/% correct answers; # points; rubric]</i>	The assessment will be a 5 point rating scale with 5 being Entry Level Proficiency and 1 being Not Proficient. Rubric attached.		
Sampling method/Number of Students to be Assessed	22 students will be assessed during their internship for PTA 281		
Performance Target(s) <i>Desired Level of Performance – [i.e.-80% of students will achieve 80%; 90% of students will achieve 70%]</i>	95% of the students in PTA 281 will score at a 3 or higher.		
Timeframe of assessment tasks <i>When the assessment will occur – [i.e.- pre/post-tests; midterm; final]</i>	Spring semester 2016. Clinical instructors will be given the rubric at the beginning of the student's 6-week internship and will turn the rubric with the student's rating in at the end of the internship.		
	ASSESSED COURSE	INSTRUCTOR(S) ASSESSING COURSE	SEMESTER

Faculty members involved in the assessment tasks	PTA 281	ACCE and faculty member assigned to PTA 281	Spring Semester 2016
Strategies/Methods planned for teaching this SLO	Emphasize use of case studies where students will read an evaluation and gather information about the patient. Students will then formulate a treatment plan to progress the patient and reach the goals set forth by the PT. These case studies will be assigned in PTA 230 and PTA 240.		
Results Assessment of Student Learning (Due Date)			
SLO 1:			
Results: Analysis and Interpretation of Results/Findings (How many students were assessed? What does the data show? What conclusions can you draw about the course, students, methodology, or other practices? What factors contributed to these results? Can you compare the results to previous baselines or activities?)	22 students were assessed. The results show 100% of our students received a 3 or higher on the rubric for proficiency for this SLO. Of the 22 students assessed on this SLO 27% received ratings of superior (5/5), 55% received ratings of proficient (4/5) and 18% received ratings of Partially Proficient (3/5). Conclusions can be drawn that students in the PTA program are able to formulate a treatment plans for their patients to progress the patients and reach the goals set forth by the PT at entry level ability. We do have to take into account that some internship sites are more difficult for the student due to more complex patient diagnoses. Also, clinical instructor scoring can vary.		
Use of Results (What changes were made after reviewing the results? How will you follow-up to measure improvement? Will you be reassessing this SLO next AY? Are you closing the loop?)	We do feel we are adequately preparing our students for this SLO; however, we always continue to assess and improve the quality of our program. For instance, our students gave us feedback that they would like to learn and practice more hands-on manual therapy techniques before internship so we are going to invite some speakers/instructors to come in and present this to our students. We will not reassess this SLO next year, but we will continue to get feedback from our students about what they feel will help prepare them even more for internships.		
Plan Assessment of Student Learning (Due Date)			
SLO 2: STUDENT WILL BE ABLE TO ASSESS THE PATIENT’S CURRENT STATUS AND RECOGNIZE THE NEED FOR PROGRESSION AND MODIFICATION OF INTERVENTIONS TO PROGRESS THE PATIENT UNDER THE SUPERVISION OF THE PHYSICAL THERAPIST.			
Rationale for choosing this SLO	Many patients have comorbidities and medications that can affect their ability to safely participate in physical therapy. A PTA needs to be able to synthesize all this information in order to treat a patient safely and effectively.		
Assessment Method(s) (✓)	() SELECTED RESPONSE () EXTENDED WRITTEN RESPONSE X PERFORMANCE ASSESSMENT () PERSONAL COMMUNICATION		
Assessment Tool(s)	Direct Assessment by the Clinical Instructor		

<i>Direct Assessment – type of assignment [i.e.- exam; project; exhibit; oral presentation]</i>			
Scoring Method(s) (If using a rubric, it must be attached to this document.) <i>Measurement of Student Performance – [i.e.- #/% correct answers; # points; rubric]</i>	Rubric using a 5 point scale with 5 being Entry Level Proficiency and 1 being no proficiency. Rubric attached.		
Sampling method/Number of Students to be Assessed	22 PTA students on their internships		
Performance Target(s) <i>Desired Level of Performance – [i.e.-80% of students will achieve 80%; 90% of students will achieve 70%]</i>	95% of the students will score a 3 or higher on the 5 point rating scale.		
Timeframe of assessment tasks <i>When the assessment will occur – [i.e.- pre/post-tests; midterm; final]</i>	Spring semester 2016. Clinical instructors will be given the rubric at the beginning of the student’s 6-week internship and will turn the rubric with the student’s rating in at the end of the internship.		
Faculty members involved in the assessment tasks	ASSESSED COURSE	INSTRUCTOR(S) ASSESSING COURSE	SEMESTER
	PTA 282	ACCE and faculty member assigned to PTA 282	Spring 2016
Strategies/Methods planned for teaching this SLO	Case studies will be assigned in PTA 230 and PTA 240 where students will perform critical thinking in order to safely and effectively progress a patient. Also, assignments, exams and quizzes will include more questions that require the student to demonstrate abilities to critically think about how and when to progress a patient or the need for modification of interventions.		
<i>Results Assessment of Student Learning (Due Date)</i>			
SLO 2:			
Results: Analysis and Interpretation of Results/Findings <i>(How many students were assessed? What does the data show? What conclusions can you draw about the course, students, methodology, or other practices? What factors contributed to these results? Can you compare the results to previous baselines or activities?)</i>	Of the 22 students assessed 100% scored a 3 or higher on the 5 point rating scale. 11% received superior ratings (5/5), 74% received proficient ratings (4/5) and 15% received partially proficient (3/5). Although partially proficient might sound like they are not doing well, it has to be taken into account that they all passed their internships with “A”s and were all determined to be at entry level. In physical therapy it takes experience in the field to truly meet and excel at these SLOs. Students having the opportunity to perform internships working with real patients under the supervision of licensed PTs and PTAs is a contributing factor to accomplishing and improving this SLO.		
Use of Results <i>(What changes were made after reviewing the results? How will you follow-up to measure improvement? Will you be</i>	Although we did meet the target for this SLO, we have continued to discuss how we could give our students more exposure to real patient situations. Possible adding more videos of real patient situations and then asking the student to do a case study modifying the interventions in light of the patients’ change in status.		

reassessing this SLO next AY? Are you closing the loop?)	

Assessment Plan AY 2016 Health & Public Safety Division

Department: Psychiatric Technician

Date: 02/02/17 for FALL 2016

Prepared by: Alicia Kielas

REVIEWED by Department Chair:

Reviewed by the ASL Division Committee:

Department Mission	To provide quality mental health care education that prepares the learner to become a member of the mental health profession and the community, while meeting the needs of a diverse population, in an ever-changing health care environment.
Department Level SLOs to Be Assessed <i>List all department-specific SLOs you will be assessing. Each SLO will be described separately and fully in the forms below.</i>	D. Assume responsibility for his/her professional growth through self- assessment of emotions, attitudes, and behaviors with emphasis on how these components influence others.
Select PCC General Education Core Competencies to be assessed: 1. <i>Read, write, and speak effectively</i> 2. <i>Critical Thinking (interpret, evaluate, and synthesize information)</i> 3. <i>Use technology to achieve educational objectives</i> 4. <i>Use interpersonal skills essential for their chosen fields</i> 5. <i>Apply global and cultural perspectives</i>	2. Critical Thinking (interpret, evaluate, and synthesize information)

Relationship between department-level SLOs and college-level SLOs

Department-level SLOs should be tied to the mission and goals of the College. Therefore, some department-level SLOs should overlap with college-level SLOs. Please use the matrix below to demonstrate how your department-level SLOs overlap with the following college-level SLOs:

- **Effective Communication:** Students should be able to read, write, speak, and listen.
- **Critical Thinking:** Students should be able to analyze and evaluate data, synthesize information, think creatively, make judgments, make decisions, and solve problems.
- **Information and Communication Technology Literacy:** Students should be able to identify, locate, interpret, evaluate, synthesize, present, and communicate accurate and reliable information.
- **Interpersonal Skills:** Students should be able to function effectively and appropriately in social and professional situations and settings.
- **Global and cultural Perspective:** Students should understand the cultural, social, historical, political, technological, linguistic, and economic interconnectedness of our world in order to interact respectfully and productively with citizens of other nations.

General Education Objectives		Effective Communication	Critical Thinking	Information and Communication Technology Literacy	Interpersonal Skills	Global and cultural Perspective	Department-level SLO conceptually different from college-level SLOs
		✓	✓	✓	✓	✓	✓
Prefix and course number	SLOs you will be assessing this academic year						
PTE 110	D. Assume responsibility for his/her professional growth through self-assessment of emotions, attitudes, and behaviors with emphasis on how these components influence others.	X	X	X		X	
PTE 116	A. Identify etiology, signs and symptoms, interventions and treatment of major psychiatric disorders. B. Discuss the psychiatric care worker's role in group facilitation, milieu and behavioral management and crisis intervention.	X	X X			X X	

ASL Planning Forms:

Describe the department student learning outcomes (SLOs) you are planning to assess in this cycle, including processes, sampling methods, performance targets, and instructional methods. Because the analysis of results is specific to each SLO and course, please present each prefix and SLO in separate planning forms provided below. (Add additional planning forms if necessary.) However, the general education core competencies may involve a number of prefixes and/or course sections.

During the academic year, you may adjust present or add new SLOs and prefixes. However, you may not delete SLOs from this plan once your plan has been approved. Instead, at the end of the academic year, you will indicate the reason(s) you were unable to assess or decided not to assess the SLO(s). Also, indicate whether you plan to assess the SLO(s) next academic year.

Plan Assessment of Student Learning			
SLO 1:			
D. Assume responsibility for his/her professional growth through self- assessment of emotions, attitudes, and behaviors with emphasis on how these components influence others.			
Rationale for choosing this SLO			
Assessment Method(s) (✓)	() SELECTED RESPONSE	(X) EXTENDED WRITTEN RESPONSE	() PERFORMANCE ASSESSMENT () PERSONAL COMMUNICATION
Assessment Tool(s) <i>Direct Assessment – type of assignment [i.e.- exam; project; exhibit; oral presentation]</i>	PTE 110 Role Synthesis Paper Fall 2016		
Scoring Method(s) (If using a rubric, it must be attached to this document.) <i>Measurement of Student Performance – [i.e.- #/% correct answers; # points; rubric]</i>	Role Synthesis Paper Rubric		
Sampling method/Number of Students to be Assessed	6		
Performance Target(s) <i>Desired Level of Performance – [i.e.-80% of students will achieve 80%; 90% of students will achieve 70%]</i>	It is desired that 80% of the students achieve 80% or higher on the paper.		
Timeframe of assessment tasks <i>When the assessment will occur – [i.e.- pre/post-tests; midterm; final]</i>	PTE 110 Role Synthesis Paper is the final paper due at the end of the fall 2016 semester.		
Faculty members involved in the assessment tasks	ASSESSED COURSE	INSTRUCTOR(s) ASSESSING COURSE	SEMESTER
	PTE 110	Alicia Kielas/Psychiatric Technician Faculty	Fall 2016

Strategies/Methods planned for teaching this SLO	Lecture, pictures, videos, examples, practice quizzes, in class activities, role play
Results Assessment of Student Learning (Jan. 27, 2017)	
SLO 1:	
Results: Analysis and Interpretation of Results/Findings <i>(How many students were assessed? What does the data show? What conclusions can you draw about the course, students, methodology, or other practices? What factors contributed to these results? Can you compare the results to previous baselines or activities?)</i>	<p>N=6 83% or 5/6 students achieved greater than 80%. 1/6 student received a failing grade as they stopped coming to class and did not withdraw from the course. 5/6 students received higher than 90% and 3 students met all criteria earning 100%.</p> <p>The results show that the course multiple active learning strategies adequately prepared students for the final written assignment and show they were able to synthesize the role of a psychiatric technician.</p> <p>There are no results to compare fall of 2016 to fall 2015, as this is the first time teaching this course PTE 110. Results will be available in the future to compare fall 2016 to fall 2017 for same course and assignment.</p>
Use of Results <i>(What changes were made after reviewing the results? How will you follow-up to measure improvement? Will you be reassessing this SLO next AY? Are you closing the loop?)</i>	<p>To continue to a multiple of active learning strategies to engage and increase learning outcomes for students in be able to synthesize knowledge learned.</p> <p>Additional results will be available to compare fall 2016 to fall 2017 for same course and assignment.</p>

Rubric and Grading Criteria for Fall 2016 PTE 110 Synthesis Paper

Grading Criteria	Points (Total 50; 10% of grade)
Describe 3 important areas or topics that you learned this semester related to mental health and how they will help you in your role as Licensed Psychiatric Technician as you care for patients; also describe 1 area you would like to learn more about.	10 (this area should include approx.. 3-4 paragraphs)
Using your resources describe the various roles and responsibilities (minimum 5) of a Licensed Psychiatric Technician in Colorado and at CMHIP and how those roles are important to patient care.	10 (this area should include approx. 2 paragraphs)
Describe the Licensed Psychiatric Technicians role in carrying out holistic care for mental health clients.	10 (this area should include at least 1 paragraph)
What are some (2-3) of the challenges you might face in caring for clients in the mental health setting and what is your plan to overcome those challenges.	10 (this area should include approx.. 2-3 paragraphs)
Describe 3 important aspects for supporting client recovery and how you will help your clients achieve their own level of recovery.	10 (this area should include approx.. 3 paragraphs)

*the paragraph recommendations are just a guide so you can see how you should structure your paragraphs and how the detail should correlate with the topics and amount of content that should be included.

For the paper make sure it is in APA format with 12 point Times New Roman font. Double spaced with a minimum of 3 pages.

Include a cover page and reference page (not counted in your total page count). Number each page in upper right hand column. I will provide a sample cover page on D2L for you to follow that is APA. In addition to your reference page, make sure to include in text citations for content that are not your own thoughts and that you are using to support your thoughts.

Include a minimum of 3 sources, and one of those references may be your class textbook.

Plan Assessment of Student Learning			
SLO 2: A. Identify etiology, signs and symptoms, interventions and treatment of major psychiatric disorders. B. Discuss the psychiatric care worker's role in group facilitation, milieu and behavioral management and crisis intervention.			
Rationale for choosing this SLO	It is important students understand the concepts of milieu management, facilitating groups, and psychopharmacology and how they relate to the foundation and core interventions in their role as licensed psychiatric technician and caring for individuals with mental illness.		
Assessment Method(s) (✓)	(X) SELECTED RESPONSE	() EXTENDED WRITTEN RESPONSE	() PERFORMANCE ASSESSMENT () PERSONAL COMMUNICATION
Assessment Tool(s) <i>Direct Assessment – type of assignment [i.e.- exam; project; exhibit; oral presentation]</i>	PTE 116 Exam 1 – Spring 2016		
Scoring Method(s) (If using a rubric, it must be attached to this document.) <i>Measurement of Student Performance – [i.e.- #/% correct answers; # points; rubric]</i>	Multiple choice question exam with 50 questions worth 100 points. The topic milieu management, facilitating groups, and psychopharmacology.		
Sampling method/Number of Students to be Assessed	10		
Performance Target(s) <i>Desired Level of Performance – [i.e.-80% of students will achieve 80%; 90% of students will achieve 70%]</i>	It is desired that 100% of the students (10/10) achieve 80% or 80/100 on the exam.		
Timeframe of assessment tasks <i>When the assessment will occur – [i.e.- pre/post-tests; midterm; final]</i>	PTE 116 Exam 1, is 1 of 3 exams for that course, that is a comprehensive exam based on material covered the first couple weeks of the course on milieu management, facilitating groups, and psychopharmacology.		
Faculty members involved in the assessment tasks	ASSESSED COURSE	INSTRUCTOR(S) ASSESSING COURSE	SEMESTER
	PTE 116	Alicia Kielas/Psychiatric Technician Faculty	Spring 2016
Strategies/Methods planned for teaching this SLO	Lecture, pictures, videos, examples, practice quizzes		
Results Assessment of Student Learning (Jan. 27, 2017)			

SLO 2:	<p>A. Identify etiology, signs and symptoms, interventions and treatment of major psychiatric disorders.</p> <p>B. Discuss the psychiatric care worker's role in group facilitation, milieu and behavioral management and crisis intervention.</p>
<p>Results: Analysis and Interpretation of Results/Findings</p> <p><i>(How many students were assessed? What does the data show? What conclusions can you draw about the course, students, methodology, or other practices? What factors contributed to these results? Can you compare the results to previous baselines or activities?)</i></p>	<p>7/10 students were above the desired level of 80% (1 of the 7 students ranked above 90%) 3 students were below 80% (with 2/3 above a passing grade of 77%, and only 1 student below the 77% passing grade)</p> <p>The data shows that the majority, 7/10 or 70% of students, exceeded the desired level of 80%, while only 1 student received a failing grade. Therefore, it appears the teaching-learning strategies were effective, for most students. The contributing factors are multifactorial. The results may reflect the amount of study time the students put in or difficulty conceptualizing some of the topics.</p>
<p>Use of Results</p> <p><i>(What changes were made after reviewing the results? How will you follow-up to measure improvement? Will you be reassessing this SLO next AY? Are you closing the loop?)</i></p>	<p>After reviewing the results, changes were made to increase active learning strategies with the addition of role play, in-class group activities, and medication labs on the topics at hand, to increase student conceptualization and their ability to assess the concepts better. Follow-up will occur in PTE 116 Spring 2017.</p> <p>This assessment will be closing the loop when spring 2017 assessment is complete, comparing spring 2016 to spring 2017 results.</p>

Assessment Plan AY 2016 Health & Public Safety Division

Department: Respiratory Care

Date: October 2, 2015

Prepared by: Respiratory Care Faculty

REVIEWED by Department Chair: Shawna Tracy

Reviewed by the ASL Division Committee:

Department Mission	To provide excellent education that prepares the learner to become a member of the Respiratory Care profession and community, meeting the needs of diverse populations.
Department Level SLOs to Be Assessed <i>List all department-specific SLOs you will be assessing. Each SLO will be described separately and fully in the forms below.</i>	<p>SLO #1: At the completion of the Respiratory Care program, the students will be able to perform at or above the national average on the National Board of Respiratory Care Exam (NBRC-RRT Exam)</p> <p>SLO #2: At the end of the Spring semester of 2015, first year and second year students will be to collectively analyze and recommend appropriate treatment based on the guidelines set by the NBRC for specifically assigned patient case studies.</p>
Select PCC General Education Core Competencies to be assessed: <ol style="list-style-type: none"> 1. Read, write, and speak effectively 2. Critical Thinking (interpret, evaluate, and synthesize information) 3. Use technology to achieve educational objectives 4. Use interpersonal skills essential for their chosen fields 5. Apply global and cultural perspectives 	<ol style="list-style-type: none"> 1. Critical Thinking (interpret, evaluate, and synthesize information) 2. Use technology to achieve educational objectives 3. Use interpersonal skills essential for their chosen fields

Relationship between department-level SLOs and college-level SLOs

Department-level SLOs should be tied to the mission and goals of the College. Therefore, some department-level SLOs should overlap with college-level SLOs. Please use the matrix below to demonstrate how your department-level SLOs overlap with the following college-level SLOs:

- **Effective Communication:** Students should be able to read, write, speak, and listen.
- **Critical Thinking:** Students should be able to analyze and evaluate data, synthesize information, think creatively, make judgments, make decisions, and solve problems.
- **Information and Communication Technology Literacy:** Students should be able to identify, locate, interpret, evaluate, synthesize, present, and communicate accurate and reliable information.
- **Interpersonal Skills:** Students should be able to function effectively and appropriately in social and professional situations and settings.
- **Global and cultural Perspective:** Students should understand the cultural, social, historical, political, technological, linguistic, and economic interconnectedness of our world in order to interact respectfully and productively with citizens of other nations.

General Education Objectives		Effective Communication	Critical Thinking	Information and Communication Technology Literacy	Interpersonal Skills	Global and cultural Perspective	Department-level SLO conceptually different from college-level SLOs
		✓	✓	✓	✓	✓	✓
Prefix and course number	SLOs you will be assessing this academic year						
All RCA Courses	SLO #1: At the completion of the Respiratory Care program, the students will be able to perform at or above the national average on the National Board of Respiratory Care Exam (NBRC-RRT Exam)		x	x	X		
RCA 153 RCA 283	SLO #2: At the end of the Spring semester of 2015, first year and second year students will be to collectively analyze and recommend appropriate treatment based on the guidelines set by the NBRC for specifically assigned patient case studies.	x	x	x	x		

ASL Planning Forms:

Describe the department student learning outcomes (SLOs) you are planning to assess in this cycle, including processes, sampling methods, performance targets, and instructional methods. Because the analysis of results is specific to each SLO and course, please present each prefix and SLO in separate planning forms provided below. (Add additional planning forms if necessary.) However, the general education core competencies may involve a number of prefixes and/or course sections.

During the academic year, you may adjust present or add new SLOs and prefixes. However, you may not delete SLOs from this plan once your plan has been approved. Instead, at the end of the academic year, you will indicate the reason(s) you were unable to assess or decided not to assess the SLO(s). Also, indicate whether you plan to assess the SLO(s) next academic year.

SLO 1: At the completion of the Respiratory Care program, the students will be able to perform at or above the national average on the National Board of Respiratory Care Exam (NBRC-RRT Exam)	
Rationale for choosing this SLO	Students are required to graduate from both an accredited institution and an approved program by the Commission of Accreditation for Respiratory Care (CoARC) to be eligible for the NBRC exam. The student will be required to successfully pass two separate exams to become a Registered Respiratory Therapist. The RCA program at PCC must prepare students to be successful on both exams
Assessment Method(s) (✓)	(X) SELECTED RESPONSE () EXTENDED WRITTEN RESPONSE () PERFORMANCE ASSESSMENT () PERSONAL COMMUNICATION
Assessment Tool(s) <i>Direct Assessment – type of assignment [i.e.- exam; project; exhibit; oral presentation]</i>	National Board Respiratory Care Exam-Computerized and Timed
Scoring Method(s) (If using a rubric, it must be attached to this document.) <i>Measurement of Student Performance – [i.e.- #/% correct answers; # points; rubric]</i>	% of correct answers - Pass Rate for successfully completing both exams are 80%
Sampling method/Number of Students to be Assessed	2015 graduates 9/9 & 2016 graduates 11/11 or 100% of graduated students
Performance Target(s) <i>Desired Level of Performance – [i.e.-80% of students will achieve 80%; 90% of students will achieve 70%]</i>	100 % or 11/11 Respiratory Care students will pass the National Board Respiratory Care Exam and will perform at or above the national standard deviation of the 80% 100% or 10 out of 11 Respiratory Care Graduate Students of 2014 & 2015 will pass the NBRC: Total Multiple Choice Exam and Simulation Exam at or above the national standard pass rate.
Timeframe of assessment tasks <i>When the assessment will occur – [i.e.- pre/post-tests; midterm; final]</i>	Assessment will occur by July 1, 2016 post-graduation as of May 13, 2016.

Faculty members involved in the assessment tasks	ASSESSED COURSE	INSTRUCTOR(S) ASSESSING COURSE	SEMESTER
	All courses are involved in the prep for the national exam	Shawna Tracy, Shawn Scanga-Saiz,	Spring 2016
Strategies/Methods planned for teaching this SLO	All courses contribute to the success of the student on the National Board exam		
SLO 2: At the end of the Spring semester of 2016, first year and second year students will be to collectively analyze and recommend appropriate treatment based on the guidelines set by the NBRC for specifically assigned patient case studies.			
Rationale for choosing this SLO	Students will be assigned specific case scenarios with patient data. Both cohorts will be required to collectively analyze and prepare a differential diagnosis to recommend the most appropriate and approved therapy. RCA Faculty continually develops students’ ability to critically analyze and appropriately treat patients.		
Assessment Method(s) (✓)	() SELECTED RESPONSE (X) EXTENDED WRITTEN RESPONSE (X) PERFORMANCE ASSESSMENT (X) PERSONAL COMMUNICATION		
Assessment Tool(s) <i>Direct Assessment – type of assignment [i.e.- exam; project; exhibit; oral presentation]</i>	Patient Case Study Presentation/Capstone Project		
Scoring Method(s) (If using a rubric, it must be attached to this document.) <i>Measurement of Student Performance – [i.e.- #/% correct answers; # points; rubric]</i>	Rubric and Scoring Sheet Please see attached Rubric and Scoring Sheet		
Sampling method/Number of Students to be Assessed	11/11: for 2014-2016 Cohort 13/13: for 2015-2017 Cohort		
Performance Target(s) <i>Desired Level of Performance – [i.e.-80% of students will achieve 80%; 90% of students will achieve 70%]</i>	11/11 or 100% of the 2014-2016 students will receive an 85% or higher on assigned Case Scenario 13/13 or 100% of the 2015-2017 students will receive an 85% or higher on assigned Case Scenario		
Timeframe of assessment tasks <i>When the assessment will occur – [i.e.- pre/post-tests; midterm; final]</i>	Spring Semester of 2016		
Faculty members involved in the assessment tasks	ASSESSED COURSE	INSTRUCTOR(S) ASSESSING COURSE	SEMESTER
	Cohort 2015-2017: RCA 153 Cohort 2014-2016: RCA 283	Shawna Tracy, Shawn Scanga-Saiz,	Spring 2016
Strategies/Methods planned for teaching this SLO	Peer feedback, class participation, group work, clinic participation, lecture, and skill evaluation		

Results Assessment of Student Learning (Due Date)	
SLO 1:	
Results: Analysis and Interpretation of Results/Findings <i>(How many students were assessed? What does the data show? What conclusions can you draw about the course, students, methodology, or other practices? What factors contributed to these results? Can you compare the results to previous baselines or activities?)</i>	<p>10 Students attempted and passed the national exam. 6 students scored at the RRT level and 4 students scored at the CRT level. Pass rate for cohort 2016 was 100%</p> <p>This Assessment of Student Learning Goal was met.</p>
Use of Results <i>(What changes were made after reviewing the results? How will you follow-up to measure improvement? Will you be reassessing this SLO next AY? Are you closing the loop?)</i>	<p>I will use the assessment of student learning results to improve the program's overall pass rate on the national exam. I will continue to assess students for improvement but will not continue to assess this as an official SLO next AY.</p> <p>I am closing the loop.</p>

Results Assessment of Student Learning (Due Date)	
SLO 2:	
Results: Analysis and Interpretation of Results/Findings <i>(How many students were assessed? What does the data show? What conclusions can you draw about the course, students, methodology, or other practices? What factors contributed to these results? Can you compare the results to previous baselines or activities?)</i>	<p>11 Students participated in the case study and passed with an 85% or better.</p> <p>This Assessment of Student Learning Goal was met.</p>

Use of Results <i>(What changes were made after reviewing the results? How will you follow-up to measure improvement? Will you be reassessing this SLO next AY? Are you closing the loop?)</i>	I am closing the loop. Our program will be assessing a new SLO for 2016-2017
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Assessment Plan AY 2016 Health & Public Safety Division

Department: Radiologic Technology

Date: 9-10-15

Prepared by: Shawna Chamberlain, Cindy Willis, Roger Cox, Tiana Lemley

REVIEWED by Department Chair: Shawna Chamberlain

Reviewed by the ASL Division Committee:

Department Mission	<i>To provide quality education in Medical Imaging Technologies that prepares competent, compassionate Medical Imaging Specialists and Health Care Professionals who value diversity, human dignity, teamwork, professionalism, and dedication to continuous improvement and education.</i>
Department Level SLOs to Be Assessed <i>List all department-specific SLOs you will be assessing. Each SLO will be described separately and fully in the forms below.</i>	<ul style="list-style-type: none"> •SLO #1: Students will be able to ... demonstrate ethical behavior in their interactions with patients, colleagues and hospital personnel. •SLO #2: Students will be able to ... demonstrate radiation protection principles and protocols. •SLO #3: Students will be able to ... demonstrate competence in a simulated orthopedic surgery procedure. •SLO #4: Students will be able to ... identify the function of a digital image reader. •SLO #5: Students will be able to ... perform a KUB radiograph in the energized lab with 75% proficiency... •SLO #6: Students will be able to ... demonstrate proper patient/technologist communication skills using the AIDET model. •SLO #7: Students will demonstrate ... knowledge in the following subject areas upon graduation: Radiation Protection, Equipment Operation and Quality Control, Image Acquisition and Evaluation, Imaging Procedures and Patient Care and Education
Select PCC General Education Core Competencies to be assessed: 1. <i>Read, write, and speak effectively</i> 2. <i>Critical Thinking (interpret, evaluate, and synthesize information)</i>	<ol style="list-style-type: none"> 1. READ, WRITE, AND SPEAK EFFECTIVELY 2. CRITICAL THINKING (INTERPRET, EVALUATE, AND SYNTHESIZE INFORMATION) 3. USE TECHNOLOGY TO ACHIEVE EDUCATIONAL OBJECTIVES 4. USE INTERPERSONAL SKILLS ESSENTIAL FOR THEIR CHOSEN FIELDS

3. <i>Use technology to achieve educational objectives</i> 4. <i>Use interpersonal skills essential for their chosen fields</i> 5. <i>Apply global and cultural perspectives</i>	
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Relationship between department-level SLOs and college-level SLOs

Department-level SLOs should be tied to the mission and goals of the College. Therefore, some department-level SLOs should overlap with college-level SLOs. Please use the matrix below to demonstrate how your department-level SLOs overlap with the following college-level SLOs:

- **Effective Communication:** Students should be able to read, write, speak, and listen.
- **Critical Thinking:** Students should be able to analyze and evaluate data, synthesize information, think creatively, make judgments, make decisions, and solve problems.
- **Information and Communication Technology Literacy:** Students should be able to identify, locate, interpret, evaluate, synthesize, present, and communicate accurate and reliable information.
- **Interpersonal Skills:** Students should be able to function effectively and appropriately in social and professional situations and settings.
- **Global and cultural Perspective:** Students should understand the cultural, social, historical, political, technological, linguistic, and economic interconnectedness of our world in order to interact respectfully and productively with citizens of other nations.

General Education Objectives		Effective Communication	Critical Thinking	Information and Communication Technology Literacy	Interpersonal Skills	Global and cultural Perspective	Department-level SLO conceptually different from college-level SLOs
		✓	✓	✓	✓	✓	✓
Prefix and course number	SLOs you will be assessing this academic year						
RTE 221	SLO #3 Students will be able to ...demonstrate competence in a simulated orthopedic surgery procedure.	X	X	X	X		
RTE 141, 142, 289	SLO# 7 Students will be able to ... demonstrate knowledge in Equipment Operation and Quality Control upon graduation.	X	X	X	X		

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ASL Planning Forms:

Describe the department student learning outcomes (SLOs) you are planning to assess in this cycle, including processes, sampling methods, performance targets, and instructional methods. Because the analysis of results is specific to each SLO and course, please present each prefix and SLO in separate planning forms provided below. (Add additional planning forms if necessary.) However, the general education core competencies may involve a number of prefixes and/or course sections.

During the academic year, you may adjust present or add new SLOs and prefixes. However, you may not delete SLOs from this plan once your plan has been approved. Instead, at the end of the academic year, you will indicate the reason(s) you were unable to assess or decided not to assess the SLO(s). Also, indicate whether you plan to assess the SLO(s) next academic year.

Plan Assessment of Student Learning (Due Date)	
SLO 1: Students will be able to ...demonstrate competence in a simulated orthopedic surgery procedure.	
Rationale for choosing this SLO	Employer surveys show that graduates of the Radiologic Technology Program need more training in Surgical Procedures.
Assessment Method(s) (✓)	() SELECTED RESPONSE () EXTENDED WRITTEN RESPONSE (X) PERFORMANCE ASSESSMENT () PERSONAL COMMUNICATION
Assessment Tool(s) <i>Direct Assessment – type of assignment [i.e.- exam; project; exhibit; oral presentation]</i>	Performance Assessment – Surgical Simulation Lab 1. Given the relevant patient medical history, the student will be able to evaluate pre-operative images, determine appropriate surgical procedures and demonstrate sterile technique and equipment set-up and arrangement. 2. The student will utilize the RIS (Radiology Information System) to selection the correct patient for imaging. 3. The student will also demonstrate proper C-arm positioning, operation and surgical exam completion.
Scoring Method(s) (If using a rubric, it must be attached to this document.) <i>Measurement of Student Performance – [i.e.- #/% correct answers; # points; rubric]</i>	Percentage of correct answers on a verbal simulation exam.
Sampling method/Number of Students to be Assessed	All 2nd year students will participate in the assessment to include 22 students in Pueblo and 9 students at SCCC.
Performance Target(s)	100% of students will receive a score of 75% or better on the surgical simulation lab competency.

<i>Desired Level of Performance – [i.e.-80% of students will achieve 80%; 90% of students will achieve 70%]</i>			
Timeframe of assessment tasks <i>When the assessment will occur – [i.e.-pre/post-tests; midterm; final]</i>	This will be completed during the fall 2015 semester.		
Faculty members involved in the assessment tasks	ASSESSED COURSE	INSTRUCTOR(S) ASSESSING COURSE	SEMESTER
	RTE 221	Shawna Chamberlain Cindy Willis Polly Boggs Stephanie Koeller	Fall 2015
Strategies/Methods planned for teaching this SLO	Lecture and demonstration by the instructors. Simulations and role playing by students. And finally, performance of the image in surgical simulation lab setting with successful critique.		
Results Assessment of Student Learning (Due Date)			
SLO 1:			
Results: Analysis and Interpretation of Results/Findings <i>(How many students were assessed? What does the data show? What conclusions can you draw about the course, students, methodology, or other practices? What factors contributed to these results? Can you compare the results to previous baselines or activities?)</i>	A total of 31 students, 22 from Pueblo campus and 9 from SCCC-East campus were assessed. All 31 students received a score of 75% or better on the surgical simulation lab competency. This was a very successful assessment for all students. All students were able to practice in the lab with instruction before performing the graded simulation. There isn't any comparison data because this is the first time we have been able to use the Surgical Tech Program simulation lab for the Radiologic Technology Program. However, because this assessment was so successful and valuable for the students, we plan on completing it again next year.		
Use of Results <i>(What changes were made after reviewing the results? How will you follow-up to measure improvement? Will you be reassessing this SLO next AY? Are you closing the loop?)</i>	Because this was the first time we completed this assessment in the Surgical Tech Program simulation lab, there were a few things that didn't work as well as we thought. We will decrease the number of students in the lab at one time and increase the amount of time they have to complete the assessment. This should help the students increase their scores on the assessment. They all seemed to need additional time to work through the simulation. We will be assessing this SLO again next year because it is so valuable to our students.		
Plan Assessment of Student Learning (Due Date)			
SLO 2: SLO #7Students will be able to ... demonstrate knowledge in Equipment Operation and Quality Control upon graduation.			
Rationale for choosing this SLO	The ARRT Registry is divided into 5 categories. The Equipment Operation and Quality Control category is our lowest scoring category, so we want to focus on it and bring up the scores in this area.		

Assessment Method(s) (✓)	(X) SELECTED RESPONSE () EXTENDED WRITTEN RESPONSE () PERFORMANCE ASSESSMENT () PERSONAL COMMUNICATION						
Assessment Tool(s) <i>Direct Assessment – type of assignment [i.e.- exam; project; exhibit; oral presentation]</i>	EXAM: The American Registry of Radiologic Technologists National Registry Exam						
Scoring Method(s) (If using a rubric, it must be attached to this document.) <i>Measurement of Student Performance – [i.e.- #/% correct answers; # points; rubric]</i>	Percentage of Correct Answers						
Sampling method/Number of Students to be Assessed	All 2016 Graduates (31 graduates) 22 Pueblo 9 SCCC						
Performance Target(s) <i>Desired Level of Performance – [i.e.-80% of students will achieve 80%; 90% of students will achieve 70%]</i>	The overall score for all graduates will improve from a 7.9 to an 8.2 scaled score.						
Timeframe of assessment tasks <i>When the assessment will occur – [i.e.- pre/post-tests; midterm; final]</i>	May and June 2016						
Faculty members involved in the assessment tasks	<table border="1"> <thead> <tr> <th>ASSESSED COURSE</th><th>INSTRUCTOR(S) ASSESSING COURSE</th><th>SEMESTER</th></tr> </thead> <tbody> <tr> <td>ARRT Registry Exam RTE 141, 142 and 289</td><td>Roger Cox Tiana Lemley</td><td>Fall 2015 Spring 2016</td></tr> </tbody> </table>	ASSESSED COURSE	INSTRUCTOR(S) ASSESSING COURSE	SEMESTER	ARRT Registry Exam RTE 141, 142 and 289	Roger Cox Tiana Lemley	Fall 2015 Spring 2016
ASSESSED COURSE	INSTRUCTOR(S) ASSESSING COURSE	SEMESTER					
ARRT Registry Exam RTE 141, 142 and 289	Roger Cox Tiana Lemley	Fall 2015 Spring 2016					
Strategies/Methods planned for teaching this SLO	Students will learn Equipment Operation and Quality Control during the fall semester in RTE 141 and spring semester in RTE 142 during their first year. RTE 289 Capstone will be restructured to be a Hybrid course. The students will have reviews, lectures, work sheets and exams in both the classroom and on-line. The students will also pilot a new registry review platform that should help to increase the scores on the ARRT Exam.						
Results Assessment of Student Learning (Due Date)							
SLO 2:							
Results: Analysis and Interpretation of Results/Findings <i>(How many students were assessed? What does the data show? What conclusions can you draw about the course, students, methodology, or other practices? What factors contributed to these results? Can you compare the results to previous baselines or activities?)</i>	At this time, 26 out of 31 students have taken the ARRT registry exam. The results for these students show an increase in the Equipment Operation and Quality Control category from 7.9 last year to 8.1 this year. Our goal was to increase to 8.2. Because we still have 5 additional students that need to take the registry exam, the results could possibly go up to 8.2. This increase shows that the changes we have made in RTE 141, 142 and 289 have made a difference. The score for Equipment Operation and Quality Control category in 2014 was 7.9 as well. We will continue to teach RTE 289 as a hybrid course and utilize the HESI testing package because both of these seem to have contributed to the increase in the scores. We will also keep the changes						

	<p>made to RTE 141 and 142. We will continue to update and upgrade all of these courses to keep increasing the scores in this category.</p> <p><i>1-26-17--- At this time, all graduates have completed the ARRT registry exam. Two of these graduates did not pass the registry and their lowest scores were in the Equipment Operation and Quality Control category. Because of this, the score went down to 7.8.</i></p>
<p>Use of Results</p> <p><i>(What changes were made after reviewing the results? How will you follow-up to measure improvement? Will you be reassessing this SLO next AY? Are you closing the loop?)</i></p>	<p>We will keep all changes to RTE 141, 142 and 289 for next year. We need to see if these changes will continue to help students maintain higher scores in the Equipment Operation and Quality Control category. We have some additional changes we will be incorporating to see if they will help to increase the scores. We will not reassess this category next year, however, we will follow-up and check the scores on the ARRT registry exam for the class of 2017 to see if the scores stay at a higher level or if they drop.</p> <p><i>1-26-17 ---We have kept all the changes previously made. We have also made some additional changes to the course. We have enhanced the RTE 141, 142 and 289 courses. We are still utilizing the HESI testing platform for the RTE 289 Capstone course. We are learning new ways to apply this to help the students retain information.</i></p>

Assessment Plan AY 2016 Health & Public Safety Division

Department: Surgical Technology

Date: 10-28-2015

Prepared by: Diana Montoya

REVIEWED by Department Chair: Diana Montoya

Reviewed by the ASL Division Committee:

Department Mission	<p>The mission of the Surgical Technology Program at Pueblo Community College is to deliver quality classroom and hands-on training to provide students with the opportunity to develop the skills and knowledge necessary to gain employment as entry-level surgical technologists while becoming a contributing member of the health care team. This is accomplished by preparing competent graduates in the cognitive (knowledge), psychomotor (skills), and affective behavior learning domains and providing a supervised clinical experience.</p>
Department Level SLOs to Be Assessed <i>List all department-specific SLOs you will be assessing. Each SLO will be described separately and fully in the forms below.</i>	<p>#1. Student will be able to... identify appropriate sterilization/disinfection methods used to process specified supplies, instrumentation, and equipment.</p> <p>#2. Student will be able to...competently demonstrate performing 3 accurate surgical counts and discuss ways to identify and handle an incorrect count in a simulated surgical setting.</p>
Select PCC General Education Core Competencies to be assessed: <ol style="list-style-type: none"> 1. <i>Read, write, and speak effectively</i> 2. <i>Critical Thinking (interpret, evaluate, and synthesize information)</i> 3. <i>Use technology to achieve educational objectives</i> 4. <i>Use interpersonal skills essential for their chosen fields</i> 5. <i>Apply global and cultural perspectives</i> 	<ol style="list-style-type: none"> 1. READ, WRITE, AND SPEAK EFFECTIVELY 2. CRITICAL THINKING (INTERPRET, EVALUATE, AND SYNTHESIZE INFORMATION) 3. USE TECHNOLOGY TO ACHIEVE EDUCATION OBJECTIVES 4. USE INTERPERSONAL SKILLS ESSENTIAL FOR SURGICAL TECHNOLOGY 5. APPLY GLOBAL AND CULTURAL PERSPECTIVES

Relationship between department-level SLOs and college-level SLOs

Department-level SLOs should be tied to the mission and goals of the College. Therefore, some department-level SLOs should overlap with college-level SLOs. Please use the matrix below to demonstrate how your department-level SLOs overlap with the following college-level SLOs:

- **Effective Communication:** Students should be able to read, write, speak, and listen.
- **Critical Thinking:** Students should be able to analyze and evaluate data, synthesize information, think creatively, make judgments, make decisions, and solve problems.
- **Information and Communication Technology Literacy:** Students should be able to identify, locate, interpret, evaluate, synthesize, present, and communicate accurate and reliable information.
- **Interpersonal Skills:** Students should be able to function effectively and appropriately in social and professional situations and settings.
- **Global and cultural Perspective:** Students should understand the cultural, social, historical, political, technological, linguistic, and economic interconnectedness of our world in order to interact respectfully and productively with citizens of other nations.

General Education Objectives		Effective Communication	Critical Thinking	Information and Communication Technology Literacy	Interpersonal Skills	Global and cultural Perspective	Department-level SLO conceptually different from college-level SLOs
		✓	✓	✓	✓	✓	✓
Prefix and course number	SLOs you will be assessing this academic year						
STE102	#1. Student will be able to... identify appropriate sterilization/disinfection methods used to process specified supplies, instrumentation, and equipment.	✓	✓	✓	✓	✓	
STE103	#2. Student will be able to...competently demonstrate performing 3 accurate surgical counts and discuss ways to identify and handle an incorrect count in a simulated surgical setting	✓	✓	✓	✓	✓	

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During the academic year, you may adjust present or add new SLOs and prefixes. However, you may not delete SLOs from this plan once your plan has been approved. Instead, at the end of the academic year, you will indicate the reason(s) you were unable to assess or decided not to assess the SLO(s). Also, indicate whether you plan to assess the SLO(s) next academic year.

Plan Assessment of Student Learning (10-29-2015)				
SLO 1: Student will be able to... identify appropriate sterilization/disinfection methods used to process specified supplies, instrumentation, and equipment.				
Rationale for choosing this SLO	Students routinely score low in the area of sterilization & disinfection on the national certification exam for surgical technology. I want to increase learning materials to help solidify this information for the students to better prepare them for their exam			
Assessment Method(s) (✓)	✓ SELECTED RESPONSE	✓ EXTENDED WRITTEN RESPONSE	PERFORMANCE ASSESSMENT	✓ PERSONAL COMMUNICATION
Assessment Tool(s) <i>Direct Assessment – type of assignment [i.e.- exam; project; exhibit; oral presentation]</i>	Multiple Choice Exam, written exam, chapter 7 assignment, Sterilization/Disinfection Handout and a Final Exam specific to sterilization/disinfection			
Scoring Method(s) (If using a rubric, it must be attached to this document.) <i>Measurement of Student Performance – [i.e.- #/% correct answers; # points; rubric]</i>	A Final Exam specific to sterilization/disinfection will be used for final scoring method. The exam is worth 53 points. Students must score a minimum of 70% (37/53)			
Sampling method/Number of Students to be Assessed	12 students will be assessed during STE102 Introduction to Surgical Technology			
Performance Target(s) <i>Desired Level of Performance – [i.e.-80% of students will achieve 80%; 90% of students will achieve 70%]</i>	75% (9/12) students must score at 70% or higher on the exam			
Timeframe of assessment tasks <i>When the assessment will occur – [i.e.- pre/post-tests; midterm; final]</i>	Fall semester 2015. Surgical Technology instructor will give the students the final exam in week 14.			

Faculty members involved in the assessment tasks	ASSESSED COURSE	INSTRUCTOR(S) ASSESSING COURSE	SEMESTER
	STE102	Kendyl Ingram	Fall Semester 2015
Strategies/Methods planned for teaching this SLO	The instructor will educate students about sterilization and disinfection methods by utilizing a PowerPoint presentation, Chapter 7 Assignment, Chapter 7 Exam, Written Exam, a Sterilization/Disinfection Handout and a Final Exam specific to sterilization and Disinfection for final measurement of results.		
Results Assessment of Student Learning (Due Date)			
SLO 1:			
Results: Analysis and Interpretation of Results/Findings <i>(How many students were assessed? What does the data show? What conclusions can you draw about the course, students, methodology, or other practices? What factors contributed to these results? Can you compare the results to previous baselines or activities?)</i>	12 Students participated in the Sterilization/Disinfection Final Exam. 9 students scored above 70%. 3 students scored below 70%. The Performance Target of 75% students must score at 70% or higher on the exam was met. This Assessment of Student Learning Goal was met.		
Use of Results <i>(What changes were made after reviewing the results? How will you follow-up to measure improvement? Will you be reassessing this SLO next AY? Are you closing the loop?)</i>	I will use the assessment of student learning results to improve my teaching method for sterilization and disinfection to the students. I will continue to assess students for improvement but will not continue to assess this as an official SLO next AY. I am closing the loop.		
Plan Assessment of Student Learning (10-29-2015)			
SLO 2: Student will be able to...competently demonstrate performing 3 accurate surgical counts and discuss ways to identify and handle an incorrect count in a simulated surgical setting			
Rationale for choosing this SLO	A PCC Surgical Technology student recently participated in a surgical procedure that had a reported incident involving an incorrect sponge count. It resulted in patient harm and financial costs. I am choosing this SLO to proactively address how critical this clinical skill is and increase learning materials and hand-on lab instruction time to support this skill.		

Assessment Method(s) (✓)	SELECTED RESPONSE	EXTENDED WRITTEN RESPONSE	✓	PERFORMANCE ASSESSMENT	✓ PERSONAL COMMUNICATION
Assessment Tool(s) <i>Direct Assessment – type of assignment [i.e.- exam; project; exhibit; oral presentation]</i>	Skill Assessment Check Off in Lab				
Scoring Method(s) (If using a rubric, it must be attached to this document.) <i>Measurement of Student Performance – [i.e.- #/% correct answers; # points; rubric]</i>	Students will perform a Skill Assessment Check Off on 3 Surgical Counts and orally discuss ways to identify and handle an incorrect count during lab simulation for final scoring method. The exam is worth 41 points. Students must score a minimum of 70% (29/41)				
Sampling method/Number of Students to be Assessed	12 students will be assessed during STE112 Surgical Procedures and Case Management Lab				
Performance Target(s) <i>Desired Level of Performance – [i.e.-80% of students will achieve 80%; 90% of students will achieve 70%]</i>	75% (9/12) students must score at 70% or higher on the Skill Assessment				
Timeframe of assessment tasks <i>When the assessment will occur – [i.e.- pre/post-tests; midterm; final]</i>	Spring semester 2016. Surgical Technology instructor will give the students a Skill Assessment Check Off in lab on week 14.				
Faculty members involved in the assessment tasks	ASSESSED COURSE	INSTRUCTOR(S) ASSESSING COURSE		SEMESTER	
	STE112	Diana Montoya		Spring Semester 2017	
Strategies/Methods planned for teaching this SLO	The students will learn the skill of counting and how to identify and handle an incorrect surgical count during STE112 lab. Students will be given the opportunity to practice their skill in the simulated operating room during lab and independently during open lab. Skill checks throughout the semester will assess the student’s ability to perform this task independently in preparation for their final skill assessment in week 14 of the Spring semester. Skill will be introduced and reinforced in STE102: Chapter 7 & 12 of the Surgical Technology for the Surgical Technologist (4 th ed) in the Fall 2016 semester.				
Results Assessment of Student Learning (Due Date)					
SLO 2:					
Results: Analysis and Interpretation of Results/Findings <i>(How many students were assessed? What does the data show? What conclusions can you draw about the course, students, methodology, or other practices? What factors contributed to</i>	12 Students participated in an oral and hands on Skill Assessment Check Off on Surgical Counts. All 12 students scored above 70% threshold. The Performance Target for 75% students must score at 70% or higher on the oral exam/Skill Assessment was met. This Assessment of Student Learning Goal was met.				

<p><i>these results? Can you compare the results to previous baselines or activities?)</i></p>	
<p>Use of Results</p> <p><i>(What changes were made after reviewing the results? How will you follow-up to measure improvement? Will you be reassessing this SLO next AY? Are you closing the loop?)</i></p>	<p>I will use the assessment of student learning results to improve my teaching method for surgical counts. I will continue to assess students for improvement but will not continue to assess this as an official SLO next AY.</p> <p>I am closing the loop.</p>