



2017 Health & Public Safety Division Report

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Health & Public Safety Division Report

1. H&PS Overview of Assessment Activities

Table E1: H&PS Plans, Methods, & Sample Sizes by Department

Department	Cosmetology (COS)			
Sample Size	Courses: 6	Sections: 7	Students Scored: 75	Assessments: 7
Methods	Assignment Types (list): Basic haircut; artificial nail application; Salon business design project & presentation; Basic facial; 90 degree haircut			
Participants	Full-Time: 4 out of 6 Total		Part-Time: 2 out of 6 Total	
SLOs Assessed	CSLOs: 0	PSLOs: 0	ISLOs: 8	Total SLOs: 8

Department	Dental Hygiene (DEH)			
Sample Size	Courses: 5	Sections: 5	Students Scored: 78	Assessments: 5
Methods	Assignment Types (list): Subjective assessment by faculty using ISLO rubric for Professionalism and timeliness; ethical dilemma case study.			
Participants	Full-Time: 8 out of 11 Total		Part-Time: 3 out of 11 Total	
SLOs Assessed	CSLOs: 0	PSLOs: 0	ISLOs: 3	Total SLOs: 3

Department	Emergency Medical Services (EMS)			
Sample Size	Courses: 6	Sections: 11	Students Scored: 150	Assessments: 11
Methods	Team lead scenario rubric in a demonstration scenario; Skill evaluation sheets, final skill testing			
Participants	Full-Time: 3 out of 6 Total		Part-Time: 3 out of 6 Total	
SLOs Assessed	CSLOs: 0	PSLOs: 2	ISLOs: 3	Total SLOs: 5

Department	Fire Science Technology (FST)			
Sample Size	Courses: 1	Sections: 1	Students Scored: 10	Assessments: 1
Methods	Assignment Types (list): Professionalism Rubric			
Participants	Full-Time: 1 out of 1 Total		Part-Time: 0 out of 4 Total	
SLOs Assessed	CSLOs: 0	PSLOs: 5	ISLOs: 3	Total SLOs: 8

Department	Law Enforcement Academy (LEA)			
Sample Size	Courses: 0	Sections: 0	Students Scored: 0	Assessments: 0
Methods	Assignment Types (list): N/A			
Participants	Full-Time: 0 out of 2 Total		Part-Time: 0 out of 0 Total	
SLOs Assessed	CSLOs: 0	PSLOs: 0	ISLOs: 0	Total SLOs: 0

Department	Medical Assisting (MOT)			
Sample Size	Courses: 0	Sections: 0	Students Scored: 0	Assessments: 0
Methods	Assignment Types (list): N/A			
Participants	Full-Time: 0 out of 0 Total		Part-Time: 0 out of 0 Total	
SLOs Assessed	CSLOs: 0	PSLOs: 0	ISLOs: 0	Total SLOs: 0

Department	Nurse Aide (NUA)			
Sample Size	Courses: 1	Sections: 3	Students Scored: 23	Assessments: 4

Department	Nurse Aide (NUA)			
Methods	Assignment Types (list): Effective communication rubric; critical thinking rubric			
Participants	Full-Time: 2 out of 6 Total		Part-Time: 2 out of 6 Total	
SLOs Assessed	CSLOs: 0	PSLOs: 0	ISLOs: 8	Total SLOs: 8

Department	Nursing (NUR)			
Sample Size	Courses: 4	Sections: 9	Students Scored: 280	Assessments: 9
Methods	Assignment Types (list): Quantitative Reasoning Rubric, Nursing Process Rubrics (RN and LPN Fundamentals)			
Participants	Full-Time: 8 out of 10 Total		Part-Time: 1 out of 15 Total	
SLOs Assessed	CSLOs: 0	PSLOs: 4	ISLOs: 17	Total SLOs: 21

Department	Occupational Therapy Assistant (OTA)			
Sample Size	Courses: 5	Sections: 7	Students Scored: 96	Assessments: 7
Methods	Assignment Types (list): Child observation paper; SOAP note writing assignment			
Participants	Full-Time: 2 out of 2 Total		Part-Time: 0 out of 2 Total	
SLOs Assessed	CSLOs: 7	PSLOs: 6	ISLOs: 10	Total SLOs: 23

Department	Physical Education (PED)			
Sample Size	Courses: 0	Sections: 0	Students Scored: 0	Assessments: 0
Methods	Assignment Types (list): N/A			
Participants	Full-Time: 0 out of 1 Total		Part-Time: 0 out of 7 Total	
SLOs Assessed	CSLOs: 0	PSLOs: 0	ISLOs: 0	Total SLOs: 0

Department	Pharmacy & Phlebotomy (PHT)			
Sample Size	Courses: 0	Sections: 0	Students Scored: 0	Assessments: 0
Methods	Assignment Types (list): N/A			
Participants	Full-Time: 0 out of 0 Total		Part-Time: 0 out of 4 Total	
SLOs Assessed	CSLOs: 0	PSLOs: 0	ISLOs: 0	Total SLOs: 0

Department	Physical Therapy Assistant (PTA)			
Sample Size	Courses: 3	Sections: 3	Students Scored: 63	Assessments: 3
Methods	Assignment Types (list): Quizzes, interview, simulation			
Participants	Full-Time: 3 out of 3 Total		Part-Time: 0 out of 3 Total	
SLOs Assessed	CSLOs: 0	PSLOs: 0	ISLOs: 2	Total SLOs: 2

Department	Respiratory Care (RCA)			
Sample Size	Courses: 0	Sections: 0	Students Scored: 0	Assessments: 0
Methods	Assignment Types (list): N/A			
Participants	Full-Time: 0 out of 2 Total		Part-Time: 0 out of (#) Total	
SLOs Assessed	CSLOs: 0	PSLOs: 0	ISLOs: 0	Total SLOs: 0

Department	Radiologic Technology (RTE)			
Sample Size	Courses: 6	Sections: 7	Students Scored: 111	Assessments: 8

Department	Radiologic Technology (RTE)			
Methods	Assignment Types (list): Critical Thinking, Textual Literacy, and Professionalism Rubrics			
Participants	Full-Time: 3 out of 6 Total		Part-Time: 3 out of 6 Total	
SLOs Assessed	CSLOs: 0	PSLOs: 1	ISLOs: 10	Total SLOs: 11

Department	Surgical Technology (STE)			
Sample Size	Courses: 1	Sections: 1	Students Scored: 15	Assessments: 1
Methods	Assignment Types (list): Rubric; Assignment			
Participants	Full-Time: 2 out of 4 Total		Part-Time: 2 out of 4 Total	
SLOs Assessed	CSLOs: 0	PSLOs: 3	ISLOs: 19	Total SLOs: 22

2. H&PS Analysis of Assessment Results

Table E2: H&PS Division Overall Achievement Rates & Sample Sizes

ISLO Category	SP17	Scores	SU17	Scores	FA17	Scores
1: Critical Thinking	57.63%	380	N/A	0	81.07%	1062
2: Communication	97.44%	39	N/A	0	68.57%	350
3. Quantitative Reasoning	N/A	0	N/A	0	66.67%	540
4. Textual Literacy	77.00%	200	73.33%	15	77.08%	855
5. Professionalism	91.05%	626	N/A	0	87.14%	630
All ISLOs	78.80%	1245	73.33%	15	77.65%	3437

The H&PS Division assessed all Institutional SLOs in fall 2017; in spring 2017 quantitative reasoning was not assessed. Overall, 73 – 79% of students achieved the target for each SLO each semester. In the summer semester scores were entered in the Textual Literacy category only. Possibly this is due to two factors: (1) majority of programs are engaged in clinicals during summer semester, and (2) most faculty are either off contract or supervising clinicals. Critical thinking scores improved drastically from spring to fall, this could be accounted for by the large increase in sample size. However, the reverse is true in the Communication category where achievement scores dropped and sample size increased. In the Textual Literacy and Professionalism categories achievement rates remained relatively consistent from semester to semester.

The data specific to the H&PS Division demonstrate high achievement in the Communication and Professionalism categories in the spring semester and high achievement in

the Critical Thinking and Professionalism categories in the fall semester. The reason for the decline in Communication scores from spring to fall semesters is unclear. Areas that need work are the Communication and Quantitative Reasoning categories.

3. H&PS Summary of Improvement Plans

The Emergency Medical Services (EMS) department has determined that students need improvement on patient physical assessment; plans are in place to focus on this aspect of a patient scenario in an attempt to further define the problem. In addition this department has several new faculty and have established a goal for 80% of faculty to evaluate and collect assessment data by the end of spring semester 2019.

The Nurse Aid (NUA) department plans to collect data in each NUA 101 section in order to increase sample size. Additionally their goal is to develop a new communication rubric by fall 2018 for use in future semesters.

In the Surgical Technology (STE) program students are showing steady incremental improvement. Lack of improvement is readily identified and rectified. STE plans to add an assessment in sterile processing (CSLO & PSLO); the goal is to capture if specific skills are learned following a 2 day experience within the St. Mary Corwin Hospital Processing department. In addition, the STE department plans to assess critical thinking for safe and effective practice. And to measure performance of lab skills under time constraints characteristic of operating room conditions. Assessment tools for both will be developed in spring 2018 and added to eLumen in spring 2018.

The Occupational Therapy Assistant (OTA) program determined that a previous assessment (discharge goal) is not an appropriate measure of true competency and decided that measuring clinical reasoning in a different course will yield more applicable assessment

information. Goals for that news assessment have been set. In addition the department will continue to asses SOAP note writing with a shift in focus; new goals for that assessment have been established.

The Dental Hygiene (DEH) program will continue to assess Professionalism and Timeliness in each program course. Faculty will participate in a norming session and rubric calibration in an effort to obtain more consistent data.

The Radiologic Technology (RTE) program plans to develop additional rubric lines to better assess learning, to hold monthly departmental meetings to focus on assessment, to create PSLOs for the DMS program, and have all part time DMS instructors complete eLumen basic training.

4. H&PS Challenges & Recommendations

Table E3: H&PS Challenges & Recommendations by Department

Dept.	Challenges	Recommendations
COS	None evident from Improvement Plan.	Continue to assess recurrent assessments to develop longitudinal data.
DEH	Subjectivity of measurement tool. Potential for Professionalism and Timeliness to be a static personality characteristic. Retirement of Department Chair may cause disruption in longitudinal data collection.	Refine rubric to reduce potential for evaluator bias. Implement incentives for student improvement.
EMS	New faculty unfamiliar with assessment. Defining problem in patient physical assessments for entire cohort, i.e. there may be more individual differences than commonalities within the group.	Continue with plan to focus on patient physical assessments to identify common elements within cohort. Norming sessions for faculty if determination of above utilizes a rubric.
FST	One FT faculty member also serving as Department Chair.	N/A
LEA	One FT faculty member also serving as Department Chair.	N/A
MOT	One FT faculty member also serving as Department Chair. Movement into newly created Nursing division will present new opportunities and challenges.	Explore potential to hire .5 clinical supervisor to cover skill checks, all aspects of clinicals and some coursework.

Dept.	Challenges	Recommendations
NUA	One FT faculty member also serving as Department Chair. Movement into newly created Nursing division will present new opportunities and challenges.	Be specific with regard to measuring tool.
NUR	New Department Chair (DC). Filling vacant instructor positions. DC will become Dean for new Nursing division. These changes will present new opportunities and challenges.	Identify Assessment Lead for Nursing Division as Division begins 'on the ground floor'.
OTA	None evident from Improvement Plan.	Share clinical reasoning rubric with students prior to utilization of measurement tool.
PED	Currently not a program, rather, a prefix. Department Chair position vacant.	Don't require assessment for this prefix. If students don't "walk" at graduation within a prefix, we shouldn't require assessment within that prefix.
PHT	Mini certificate program, all faculty are part time. Coordinator also serves as AEA (Academic Excellence Advisor).	Don't require assessment for this prefix. If students don't "walk" at graduation within a prefix, we shouldn't require assessment within that prefix.
PTA	None evident from Improvement Plan.	Utilize Human Anatomy Learning Center for instruction and assessment of Cardio/pulmonary knowledge. Identify specific, measurable skills that will prepare students for clinical internships and begin developing measuring tools well in advance of implementation.
RCA	N/A	N/A
RTE	New Department Chair and faculty. Development of BAS.	Develop assessment goals that directly impact student learning.
STE	None evident from Improvement Plan. Movement into newly created Nursing division will present new opportunities and challenges.	Work as a team to develop new assessment tools. Request input regarding new assessment tools from person unfamiliar with STE (Assessment Lead), this may help clarify initial steps.

Annual Improvement Plan Closing the Assessment Loop

Department: Cosmetology

Assessment Cycle: 2017

Teaching Staff: Michele Edwards, Pamela Graham, Andrea Valencia, Brenda Knapp, Lisa Pacheco, Hannah Elliott

4 Full-Time Faculty

2 Part-Time Instructors

Part I. Plan Overview (Table)

What did you assess, how, and why?

- 1) **List** the Student Learning Outcomes (SLOs) assessed during this assessment cycle.
- 2) **Indicate** the SLO level - Course (C), Program (P), or Institution (I) - for each outcome assessed.
- 3) **Identify** the history of assessing this SLO: whether it is *New (N)* - not assessed prior to this cycle, *Ongoing (O)* - assessed in the previous cycle, and/or *Continuing (C)* - you intend to assess it in the next cycle.
- 4) **Specify** the methods used, including scoring tool(s) (e.g. Communication ISLO Rubric) and assignment/activity types (e.g. essay/paper, oral presentation, pre/post-test, etc.).
- 5) **Describe** what student demographic was assessed (e.g. which classes, number of sections, total enrollment/sample size).
- 6) **Record** the names and roles (e.g. full-time/part-time; faculty/staff) of participants in these assessment activities.

1) SLO	2) Level	3) History	4) Methods	5) Demographic	6) Participants
What Class you Assess	Select	<input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/> C	Enter text.	Enter text.	Name, Status
EXAMPLE: Perform a basic Haircut	CSLO	<input type="checkbox"/> N <input type="checkbox"/> O <input checked="" type="checkbox"/> C	Critical Thinking ISLO- Students will perform a 90 degree haircut in 45 minutes and follow all guidelines that are required by the State Board of Barber and Cosmetology	COS120-001 16 Students	Michele Edwards Faculty
Artificial Nail Application	CSLO	<input type="checkbox"/> N <input type="checkbox"/> O <input checked="" type="checkbox"/> C	Rubric Listing all procedures in order and in a timely manner.	NAT 211 001/11	Pamela Graham Full Time Faculty.

Cosmetology

1) SLO	2) Level	3) History	4) Methods	5) Demographic	6) Participants
Salon Business Design Project and Presentation	CSLO	<input type="checkbox"/> N <input type="checkbox"/> O <input checked="" type="checkbox"/> C	Communication ISLO Rubric Oral Presentation: Presentation assignment is to create a fictitious salon with a budget of \$50,000. Students must account for the costs of property space, estimated overhead costs including utilities, furniture, and equipment, outside signage, marketing expenses, product/supplies for use and retail, insurance, business licensure, sales tax licensure and registration. In addition to financial expenses students must provide salon logistics including number of stations, number of employees, services offered, hours of operation, salon name, business card, price menu. Students must research this information and create a minimum 5 minute oral presentation with visual aids to present to the instructor and class.	COS 250-001 6 students	Andrea Valencia Faculty
Perform a Basic Facial	CSLO	<input type="checkbox"/> N <input type="checkbox"/> O <input checked="" type="checkbox"/> C	Rubric – Students are to perform a Basic Facial in one hour and follow all guidelines that are required by the State Board of Barber and Cosmetology	EST110-001 12 Students	Lisa Pacheco PT Faculty
Perform a 90 degree haircut	CSLO	<input checked="" type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/> C	Rubric-Students are to perform a basic 90 degree haircut in thirty minutes and follow all guidelines that are required by the State Board of Barber and Cosmetology	COS121-001 8 Students	Hannah Elliott, PT Faculty

Add or remove table rows as needed.

Part II. Results Summary (Attachment)

How did your students do?

- 1) **Generate** eLumen SLO Performance Report(s) for all SLOs assessed during the calendar year of this assessment cycle.
 - Include raw score counts, performance trends (% for each mastery level), and N/A (Not Assessed) counts for each SLO.

Cosmetology

- Select .csv or .xls format in the report options.
- 2) **Add** the following two columns to the spreadsheet report(s) generated:
- Total Scores Recorded (sum of “Count” columns for all 4 mastery levels - do not include N/A count)
 - % Target Achieved (sum of “Percent” columns for “Exemplary” and “Accomplished” mastery levels)
- 3) **Attach** the updated Performance Report spreadsheet(s) to this document.

Part III. Key Findings (Discussion)

What did you learn?

Together as a department, review the Results Summary, especially performance target achievement rates, and reflect on the following questions through discussion with faculty:

- **Student Performance:** How well are students learning and mastering these skills? What learning outcomes are they struggling with the most? In what areas did they excel?
- **Assessment Procedures:** How effective were the methods and tools used to assess student performance on these skills? What challenges did you face? What successes should be celebrated?
- **Future Improvements:** What opportunities for improving student learning do these findings reveal? Consider individual teaching practices, curricular adjustments, departmental collaborations, and modifications to assessment procedures (methods and tools).

Part IV. Next Steps (Table)

What will you do with this information?

List the immediate steps that your department will plan to take to improve student learning during the next assessment cycle.

- Be as **specific, concrete, and concise** as possible in describing your action steps.
- Consider ways you might improve the student learning experience individually or collaboratively from **multiple avenues**: instruction, curriculum, and assessment procedures, as well as student support services and extracurricular activities.
- This is **just a plan**, so action steps should be realistic but also optimistic, acknowledging that plans can and often do change. Include as many of the following details as you can as a starting point, but you can continue to update this document as needed.
- If **no changes** are needed/planned, please explain why and describe what new assessment activities you will undertake instead.

<u>Action</u>	<u>Goal</u>	<u>Timeline</u>	<u>Participants</u>
Specific steps to improve learning, SLOs to assess next cycle, etc.	Measurable target for relevant improvements based on findings.	Achievable deadline for implementing plan/change(s).	List of faculty and staff involved in planned improvement activity.
Advertising to increase clientele and more one to one instruction	With an increased clientele this will help to increase proficiency and my target is to increase proficiency by 5%.	Fall 2018	Michele Edwards

Cosmetology

<u>Action</u> Specific steps to improve learning, SLOs to assess next cycle, etc.	<u>Goal</u> Measurable target for relevant improvements based on findings.	<u>Timeline</u> Achievable deadline for implementing plan/change(s).	<u>Participants</u> List of faculty and staff involved in planned improvement activity.
Advertising to increase clientele and more one to one instruction	Increase exposure to artificial nail application by increasing clientele by twenty percent.	Fall 2018	Pamela Graham
Breakdown the project into sections to make it more meaningful and applicable to a real life situation.	By doing this it should in the overall proficiency by 2%.	Spring 2019	Andrea Valencia
Advertising to increase clientele and more facial services offered.	Increase clientele by 2% will give the students more opportunity to become proficient in the skill being assessed.	Fall 2018	Lisa Pacheco
Advertising to increase clientele and more one to one instruction	With an increased clientele this will help to increase proficiency and my target is to increase proficiency by 10%.	Fall 2018	Hannah Elliott

Add or remove table rows as needed.

Part V. Submit (Email): Send your completed Improvement Plan to your Division's Assessment Lead. Once reviewed and finalized, Leads will post all Improvement Plans to the U: drive.

Annual Improvement Plan Closing the Assessment Loop

Department: Dental Hygiene
Teaching Staff:

Assessment Cycle: 2018
8 Full-Time Faculty 3 Part-Time Instructors-Are clinical only

Part I. Plan Overview (Table)

What did you assess, how, and why?

- 1) **List** the Student Learning Outcomes (SLOs) assessed during this assessment cycle.
- 2) **Indicate** the SLO level - Course (C), Program (P), or Institution (I) - for each outcome assessed.
- 3) **Identify** the history of assessing this SLO: whether it is *New (N)* - not assessed prior to this cycle, *Ongoing (O)* - assessed in the previous cycle, and/or *Continuing (C)* - you intend to assess it in the next cycle.
- 4) **Specify** the methods used, including scoring tool(s) (e.g. Communication ISLO Rubric) and assignment/activity types (e.g. essay/paper, oral presentation, pre/post-test, etc.).
- 5) **Describe** what student demographic was assessed (e.g. which classes, number of sections, total enrollment/sample size).
- 6) **Record** the names and roles (e.g. full-time/part-time; faculty/staff) of participants in these assessment activities.

1) SLO	2) Level	3) History	4) Methods	5) Demographic	6) Participants
Professionalism and Timeliness	ISLO	<input checked="" type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/> C	Institution AAC and U. Subjective assessment by Faculty using ISLO rubric.	All dental hygiene students in the clinical courses	Full time faculty
Practice ethical behavior by demonstrating honesty, trustworthiness, and integrity of work	PSLO	<input checked="" type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/> C	Ethical dilemma case study	All second year students in DEH 285	Judy Costanza

Add or remove table rows as needed.

Part II. Results Summary (Attachment)

How did your students do?

- 1) **Generate** eLumen SLO Performance Report(s) for all SLOs assessed during the calendar year of this assessment cycle.
 - Include raw score counts, performance trends (% for each mastery level), and N/A (Not Assessed) counts for each SLO.
 - Select .csv or .xls format in the report options.
- 2) **Add** the following two columns to the spreadsheet report(s) generated:
 - Total Scores Recorded (sum of "Count" columns for all 4 mastery levels - do not include N/A count)
 - % Target Achieved (sum of "Percent" columns for "Exemplary" and "Accomplished" mastery levels)
- 3) **Attach** the updated Performance Report spreadsheet(s) to this document.

Part III. Key Findings (Discussion)

What did you learn?

Dental Hygiene

Together as a department, review the Results Summary, especially performance target achievement rates, and reflect on the following questions through discussion with faculty:

- **Student Performance:** How well are students learning and mastering these skills? What learning outcomes are they struggling with the most? In what areas did they excel?
- **Assessment Procedures:** How effective were the methods and tools used to assess student performance on these skills? What challenges did you face? What successes should be celebrated?
- **Future Improvements:** What opportunities for improving student learning do these findings reveal? Consider individual teaching practices, curricular adjustments, departmental collaborations, and modifications to assessment procedures (methods and tools).
- **Discussion points:** 1. what we learned is that most faculty scored higher all around and not relevant to the student's actual skill level at the time, particularly for first year students that were still developing. Found out **we needed to calibrate on rubric grading between beginning and competent level students ready to graduate. Held a norming session to calibrate on grading.** End result- Most DEH students are pretty good at Professionalism and Timeliness due to the importance of learning professional traits. Emphasis on P and T is placed as a high priority in the program, all categories, and students receive a daily grade in all clinics and class based on the program rubric with the institution rubric incorporated. Data trends will continue to be analyzed.

2. Students were **able to assess ethical dilemmas utilizing code of ethics and using knowledge transfer from many courses** in the program.

Part IV. Next Steps (Table)

What will you do with this information?

List the immediate steps that your department will plan to take to improve student learning during the next assessment cycle.

- Be as **specific, concrete, and concise** as possible in describing your action steps.
- Consider ways you might improve the student learning experience individually or collaboratively from **multiple avenues:** instruction, curriculum, and assessment procedures, as well as student support services and extracurricular activities.
- This is **just a plan**, so action steps should be realistic but also optimistic, acknowledging that plans can and often do change.
- Include as many of the following details as you can as a starting point, but you can continue to update this document as needed.
- If **no changes** are needed/planned, please explain why and describe what new assessment activities you will undertake instead. The program intends to evaluate student in this important category.

Dental Hygiene

<u>Action</u>	<u>Goal</u>	<u>Timeline</u>	<u>Participants</u>
Specific steps to improve learning, SLOs to assess next cycle, etc.	Measurable target for relevant improvements based on findings.	Achievable deadline for implementing plan/change(s).	List of faculty and staff involved in planned improvement activity.
Professionalism and Timeliness: Based on the data, the program is going to continue to stress the importance of being professional and timely. Each course will continue to evaluate all students in the program as this category is essential to transitioning into the profession.	The program hopes to achieve more consistent data results next year after rubric calibration from norming session. Faculty anticipated a marked difference between the first and second year students, but found they essentially scored about the same. It was anticipated that first year students should demonstrate between developing and accomplished and second year students should demonstrate exemplary. We will continue to evaluate this ISLO which is actually a PSLO as well.	End of spring 2018	All full time faculty

Dental Hygiene

<u>Action</u>	<u>Goal</u>	<u>Timeline</u>	<u>Participants</u>
Specific steps to improve learning, SLOs to assess next cycle, etc.	Measurable target for relevant improvements based on findings.	Achievable deadline for implementing plan/change(s).	List of faculty and staff involved in planned improvement activity.
Ethical Behavior: This PSLO is used to evaluate the students' ability to take a case study and apply decision making skills to find a solution. This project is given to second year graduating students in the capstone course. The ability of the students to find a solution through a specific decision making process is vital to the profession in which students will be faced daily with ethical problems. Data scores showed a marked difference after the norming session. Expectations for this assignment did not meet program standards and it was decided to continue to use this PSLO in different courses as well to evaluate this critical skill. Assess in DEH 270 and 271 clinic and DEH 282-Periodontics for evaluation of the final capstone project in that course.	Assess this in a clinical situation. Will hope to obtain at least 80% exemplary or accomplished since this is a vital skill for transition to the profession. Hopefully data from other sources will show higher than 50%	End of spring 2018	All full time faculty

Add or remove table rows as needed.

Part V. Submit (Email): Send your completed Improvement Plan to your Division's Assessment Lead. Once reviewed and finalized, Leads will post all Improvement Plans to the U: drive.

Annual Improvement Plan Closing the Assessment Loop

Department: Emergency Medical Services
Teaching Staff:

Assessment Cycle: 2017
3 Full-Time Faculty 3 Part-Time Instructors

Part I. Plan Overview (Table)

What did you assess, how, and why?

- 1) **List** the Student Learning Outcomes (SLOs) assessed during this assessment cycle.
- 2) **Indicate** the SLO level - Course (C), Program (P), or Institution (I) - for each outcome assessed.
- 3) **Identify** the history of assessing this SLO: whether it is *New (N)* - not assessed prior to this cycle, *Ongoing (O)* - assessed in the previous cycle, and/or *Continuing (C)* - you intend to assess it in the next cycle.
- 4) **Specify** the methods used, including scoring tool(s) (e.g. Communication ISLO Rubric) and assignment/activity types (e.g. essay/paper, oral presentation, pre/post-test, etc.).
- 5) **Describe** what student demographic was assessed (e.g. which classes, number of sections, total enrollment/sample size).
- 6) **Record** the names and roles (e.g. full-time/part-time; faculty/staff) of participants in these assessment activities.

1) SLO	2) Level	3) History	4) Methods	5) Demographic	6) Participants
Analyze patient information obtained through interview, assessment and/or report to list potential differential diagnoses.	PSLO	<input checked="" type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/> C	Team lead scenario rubric in a demonstration scenario	All sections of EMS 123 and 233 and 235	Sweeney, Michele, FT Candelaria, Janet, PT Smith, Carter, PT Mathis, Dawnelle, FT Hiltbrunn, David, FT Marshall, David, PT
Correctly perform all skills appropriate to an entry level EMS provider	PSLO	<input checked="" type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/> C	Skill evaluation sheets, final skill testing	All sections of EMS 237, 123.	Sweeney, Michele, FT Candelaria, Janet, PT Smith, Carter, PT Mathis, Dawnelle, FT Hiltbrunn, David, FT Marshall, David, PT

Add or remove table rows as needed.

Part II. Results Summary (Attachment)

How did your students do?

- 1) **Generate** eLumen SLO Performance Report(s) for all SLOs assessed during the calendar year of this assessment cycle.
 - Include raw score counts, performance trends (% for each mastery level), and N/A (Not Assessed) counts for each SLO.
 - Select .csv or .xls format in the report options.
- 2) **Add** the following two columns to the spreadsheet report(s) generated:

Emergency Medical Services

- Total Scores Recorded (sum of “Count” columns for all 4 mastery levels - do not include N/A count)
 - % Target Achieved (sum of “Percent” columns for “Exemplary” and “Accomplished” mastery levels)
- 3) **Attach** the updated Performance Report spreadsheet(s) to this document.

Part III. Key Findings (Discussion)

What did you learn?

Together as a department, review the Results Summary, especially performance target achievement rates, and reflect on the following questions through discussion with faculty:

- **Student Performance:** How well are students learning and mastering these skills? What learning outcomes are they struggling with the most? In what areas did they excel?
- **Assessment Procedures:** How effective were the methods and tools used to assess student performance on these skills? What challenges did you face? What successes should be celebrated?
- **Future Improvements:** What opportunities for improving student learning do these findings reveal? Consider individual teaching practices, curricular adjustments, departmental collaborations, and modifications to assessment procedures (methods and tools).

Part IV. Next Steps (Table)

What will you do with this information?

List the immediate steps that your department will plan to take to improve student learning during the next assessment cycle.

- Be as **specific, concrete, and concise** as possible in describing your action steps.
- Consider ways you might improve the student learning experience individually or collaboratively from **multiple avenues:** instruction, curriculum, and assessment procedures, as well as student support services and extracurricular activities.
- This is **just a plan**, so action steps should be realistic but also optimistic, acknowledging that plans can and often do change. Include as many of the following details as you can as a starting point, but you can continue to update this document as needed.
- If **no changes** are needed/planned, please explain why and describe what new assessment activities you will undertake instead.

<u>Action</u> Specific steps to improve learning, SLOs to assess next cycle, etc.	<u>Goal</u> Measurable target for relevant improvements based on findings.	<u>Timeline</u> Achievable deadline for implementing plan/change(s).	<u>Participants</u> List of faculty and staff involved in planned improvement activity.
In assessing our students in a broader context we believe we have found an area where the students are not performing as well in a more narrow context. We would like to assess this one aspect of the scenario to focus in on patient physical assessment.	We would like to see 100% of our students improve in their patient physical assessments	We will be assessing this component of a patient scenario this spring to see if we can further define the problem.	Michele Sweeney Sharyn Baker Todd Jones Casey Mauth Connie Peterson Carter Smith

Emergency Medical Services

<u>Action</u>	<u>Goal</u>	<u>Timeline</u>	<u>Participants</u>
Specific steps to improve learning, SLOs to assess next cycle, etc.	Measurable target for relevant improvements based on findings.	Achievable deadline for implementing plan/change(s).	List of faculty and staff involved in planned improvement activity.
The EMS department has several new faculty and instructors this year. We would like to get most of them on board by the end of the spring 2018 semester to collect ALS data.	80% of our instructors/faculty evaluate their students and collect ALS data.	End of spring semester and then continue participation in the fall.	Michele Sweeney Sharyn Baker Todd Jones Casey Mauth Connie Peterson Carter Smith Gary McWilliams

Add or remove table rows as needed.

Part V. Submit (Email): Send your completed Improvement Plan to your Division's Assessment Lead. Once reviewed and finalized, Leads will post all Improvement Plans to the U: drive.

Annual Improvement Plan Closing the Assessment Loop

Department: Nurse Aide
Teaching Staff:

Assessment Cycle: 2017
2 Full-Time Faculty 4 Part-Time Instructors

Part I. Plan Overview (Table)

What did you assess, how, and why?

- 1) **List** the Student Learning Outcomes (SLOs) assessed during this assessment cycle.
- 2) **Indicate** the SLO level - Course (C), Program (P), or Institution (I) - for each outcome assessed.
- 3) **Identify** the history of assessing this SLO: whether it is *New (N)* - not assessed prior to this cycle, *Ongoing (O)* - assessed in the previous cycle, and/or *Continuing (C)* - you intend to assess it in the next cycle.
- 4) **Specify** the methods used, including scoring tool(s) (e.g. Communication ISLO Rubric) and assignment/activity types (e.g. essay/paper, oral presentation, pre/post-test, etc.).
- 5) **Describe** what student demographic was assessed (e.g. which classes, number of sections, total enrollment/sample size).
- 6) **Record** the names and roles (e.g. full-time/part-time; faculty/staff) of participants in these assessment activities.

1) SLO	2) Level	3) History	4) Methods	5) Demographic	6) Participants
Critical thinking	Select	<input checked="" type="checkbox"/> N <input type="checkbox"/> O <input checked="" type="checkbox"/> C	Critical thinking rubric?	NUA 101 section fall 2017	Donna Borders FT
Effective Communication	Select	<input checked="" type="checkbox"/> N <input type="checkbox"/> O <input checked="" type="checkbox"/> C	Effective communication rubric	NUA 101 section Spring 2017	Cheri Johnson FT

Add or remove table rows as needed.

Part II. Results Summary (Attachment)

How did your students do?

- 1) **Generate** eLumen SLO Performance Report(s) for all SLOs assessed during the calendar year of this assessment cycle.
 - Include raw score counts, performance trends (% for each mastery level), and N/A (Not Assessed) counts for each SLO.
 - Select .csv or .xls format in the report options.
- 2) **Add** the following two columns to the spreadsheet report(s) generated:
 - Total Scores Recorded (sum of "Count" columns for all 4 mastery levels - do not include N/A count)
 - % Target Achieved (sum of "Percent" columns for "Exemplary" and "Accomplished" mastery levels)
- 3) **Attach** the updated Performance Report spreadsheet(s) to this document.

Part III. Key Findings (Discussion)

What did you learn?

Nurse Aide

Together as a department, review the Results Summary, especially performance target achievement rates, and reflect on the following questions through discussion with faculty:

- **Student Performance:** How well are students learning and mastering these skills? What learning outcomes are they struggling with the most? In what areas did they excel?
- **Assessment Procedures:** How effective were the methods and tools used to assess student performance on these skills? What challenges did you face? What successes should be celebrated?
- **Future Improvements:** What opportunities for improving student learning do these findings reveal? Consider individual teaching practices, curricular adjustments, departmental collaborations, and modifications to assessment procedures (methods and tools).

Part IV. Next Steps (Table)

What will you do with this information?

List the immediate steps that your department will plan to take to improve student learning during the next assessment cycle.

- Be as **specific, concrete, and concise** as possible in describing your action steps.
- Consider ways you might improve the student learning experience individually or collaboratively from **multiple avenues**: instruction, curriculum, and assessment procedures, as well as student support services and extracurricular activities.
- This is **just a plan**, so action steps should be realistic but also optimistic, acknowledging that plans can and often do change. Include as many of the following details as you can as a starting point, but you can continue to update this document as needed.
- If **no changes** are needed/planned, please explain why and describe what new assessment activities you will undertake instead.

<u>Action</u>	<u>Goal</u>	<u>Timeline</u>	<u>Participants</u>
Specific steps to improve learning, SLOs to assess next cycle, etc.	Measurable target for relevant improvements based on findings.	Achievable deadline for implementing plan/change(s).	List of faculty and staff involved in planned improvement activity.
Increase communication sample size	Collect data in each NUA 101 section taught and develop new rubric by fall 2018	Develop new rubric by fall 2018	Donna and Cheri Johnson to develop new rubric for all full/part time Instructors NUA 101

Add or remove table rows as needed.

Part V. Submit (Email): Send your completed Improvement Plan to your Division's Assessment Lead. Once reviewed and finalized, Leads will post all Improvement Plans to the U: drive.

Annual Improvement Plan Closing the Assessment Loop

Department: Occupational Therapy Assistant
Teaching Staff: Tricia Vigil, Jennifer Geitner

Assessment Cycle: 2017
2 Full-Time Faculty # Part-Time Instructors

Part I. Plan Overview (Table)

What did you assess, how, and why?

- 1) **List** the Student Learning Outcomes (SLOs) assessed during this assessment cycle.
- 2) **Indicate** the SLO level - Course (C), Program (P), or Institution (I) - for each outcome assessed.
- 3) **Identify** the history of assessing this SLO: whether it is *New (N)* - not assessed prior to this cycle, *Ongoing (O)* - assessed in the previous cycle, and/or *Continuing (C)* - you intend to assess it in the next cycle.
- 4) **Specify** the methods used, including scoring tool(s) (e.g. Communication ISLO Rubric) and assignment/activity types (e.g. essay/paper, oral presentation, pre/post-test, etc.).
- 5) **Describe** what student demographic was assessed (e.g. which classes, number of sections, total enrollment/sample size).
- 6) **Record** the names and roles (e.g. full-time/part-time; faculty/staff) of participants in these assessment activities.

1) SLO	2) Level	3) History	4) Methods	5) Demographic	6) Participants
CSLO 6: Demonstrate the importance of skilled observation.	CSLO	<input checked="" type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/> C	CLSO Rubric for Child observation paper: social emotional, fine motor, gross motor, and language categories.	OTA 122: 18 students,	J. Geitner, FT
CSLO 6: Assess interventions to reflect the changing needs of the child and collaborate on any modifications including recommendations for discharge.	CSLO	<input type="checkbox"/> N <input checked="" type="checkbox"/> O <input type="checkbox"/> C	CLSO communication rubric for note writing assignment after watching video/treatment intervention.	OTA 221: 19 students,	T. Vigil, FT

Part II. Results Summary (Attachment)

How did your students do?

- 1) **Generate** eLumen SLO Performance Report(s) for all SLOs assessed during the calendar year of this assessment cycle.
 - Include raw score counts, performance trends (% for each mastery level), and N/A (Not Assessed) counts for each SLO.
 - Select .csv or .xls format in the report options.
- 2) **Add** the following two columns to the spreadsheet report(s) generated:
 - Total Scores Recorded (sum of "Count" columns for all 4 mastery levels - do not include N/A count)
 - % Target Achieved (sum of "Percent" columns for "Exemplary" and "Accomplished" mastery levels)

Occupational Therapy Assistant

3) **Attach** the updated Performance Report spreadsheet(s) to this document.

Part III. Key Findings (Discussion)

What did you learn?

Together as a department, review the Results Summary, especially performance target achievement rates, and reflect on the following questions through discussion with faculty:

- **Student Performance:** How well are students learning and mastering these skills? What learning outcomes are they struggling with the most? In what areas did they excel?
- **Assessment Procedures:** How effective were the methods and tools used to assess student performance on these skills? What challenges did you face? What successes should be celebrated?
- **Future Improvements:** What opportunities for improving student learning do these findings reveal? Consider individual teaching practices, curricular adjustments, departmental collaborations, and modifications to assessment procedures (methods and tools).

Part IV. Next Steps (Table)

What will you do with this information?

List the immediate steps that your department will plan to take to improve student learning during the next assessment cycle.

- Be as **specific, concrete, and concise** as possible in describing your action steps.
- Consider ways you might improve the student learning experience individually or collaboratively from **multiple avenues:** instruction, curriculum, and assessment procedures, as well as student support services and extracurricular activities.
- This is **just a plan**, so action steps should be realistic but also optimistic, acknowledging that plans can and often do change. Include as many of the following details as you can as a starting point, but you can continue to update this document as needed.
- If **no changes** are needed/planned, please explain why and describe what new assessment activities you will undertake instead.

<u>Action</u>	<u>Goal</u>	<u>Timeline</u>	<u>Participants</u>
Specific steps to improve learning, SLOs to assess next cycle, etc.	Measurable target for relevant improvements based on findings.	Achievable deadline for implementing plan/change(s).	List of faculty and staff involved in planned improvement activity.
Discharge goal: Not appropriate measure of true competency of assignment. Will continue to informally assess student progress. Faculty feels measuring clinical reasoning is more appropriate in the OTA 125 class.	Discharge goal, no longer applicable. New Goal: 85% of students in OTA 125 will earn a score of "13" or more out of 15 possible points in the discussion section of the group presentation #1 grading sheet.	Spring 2018	J Geitner

Occupational Therapy Assistant

<u>Action</u>	<u>Goal</u>	<u>Timeline</u>	<u>Participants</u>
Specific steps to improve learning, SLOs to assess next cycle, etc.	Measurable target for relevant improvements based on findings.	Achievable deadline for implementing plan/change(s).	List of faculty and staff involved in planned improvement activity.
Continue to focus on skilled observation/assessment using SOAP note writing. Have students concentrate more on the "O" and "A" portions of the note after watching videos/treatment intervention. It has been found that too much time is being spent on subjective "S" and plan "P" portions; which has not been a problem area noted through review from instructors and fieldwork educators.	New Goal: 75% will write "O" and "A" portions of SOAP note in 15 minutes or less.	Fall 2018	T Vigil

Add or remove table rows as needed.

Part V. Submit (Email): Send your completed Improvement Plan to your Division's Assessment Lead. Once reviewed and finalized, Leads will post all Improvement Plans to the U: drive.

Annual Improvement Plan Closing the Assessment Loop

Department: Physical Therapist Assistant

Assessment Cycle: 2017

Teaching Staff: Peggy Oreskovich, Gunilla Rushing, Lisa Heckel 3 Full-Time Faculty

0 Part-Time Instructors

Part I. Plan Overview (Table)

What did you assess, how, and why?

- 1) **List** the Student Learning Outcomes (SLOs) assessed during this assessment cycle.
- 2) **Indicate** the SLO level - Course (C), Program (P), or Institution (I) - for each outcome assessed.
- 3) **Identify** the history of assessing this SLO: whether it is *New (N)* - not assessed prior to this cycle, *Ongoing (O)* - assessed in the previous cycle, and/or *Continuing (C)* - you intend to assess it in the next cycle.
- 4) **Specify** the methods used, including scoring tool(s) (e.g. Communication ISLO Rubric) and assignment/activity types (e.g. essay/paper, oral presentation, pre/post-test, etc.).
- 5) **Describe** what student demographic was assessed (e.g. which classes, number of sections, total enrollment/sample size).
- 6) **Record** the names and roles (e.g. full-time/part-time; faculty/staff) of participants in these assessment activities.

1) SLO	2) Level	3) History	4) Methods	5) Demographic	6) Participants
2a. Organize and express ideas clearly in both written and oral communication.	CSLO	<input checked="" type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/> C	Communication ISLO Rubric Quiz on Resume and Interview; Final Semester	PTA 251, 21 students	Lisa Heckel, full-time faculty
1a. Interpret, analyze, and assess available evidence, information and ideas	CSLO	<input checked="" type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/> C	Critical Thinking ISLO Rubric Quiz to assess Pulmonary and Cardiac knowledge	PTA 240, 21 students	Gunilla Rushing, full-time faculty
1a. Interpret, analyze, and assess available evidence, information and ideas	CSLO	<input checked="" type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/> C	Critical Thinking ISLO Rubric Simulation to evaluate students ability to take findings from an assessment and apply knowledge to pt. treatment	PTA 230, 21 students	Peggy Oreskovich, full-time faculty

Add or remove table rows as needed.

Part II. Results Summary (Attachment)

How did your students do?

- 1) **Generate** eLumen SLO Performance Report(s) for all SLOs assessed during the calendar year of this assessment cycle.
 - Include raw score counts, performance trends (% for each mastery level), and N/A (Not Assessed) counts for each SLO.
 - Select .csv or .xls format in the report options.
- 2) **Add** the following two columns to the spreadsheet report(s) generated:
 - Total Scores Recorded (sum of "Count" columns for all 4 mastery levels - do not include N/A count)

Physical Therapist Assistant

- % Target Achieved (sum of “Percent” columns for “Exemplary” and “Accomplished” mastery levels)
- 3) **Attach** the updated Performance Report spreadsheet(s) to this document.

Part III. Key Findings (Discussion)

What did you learn?

Together as a department, review the Results Summary, especially performance target achievement rates, and reflect on the following questions through discussion with faculty:

- **Student Performance:** How well are students learning and mastering these skills? What learning outcomes are they struggling with the most? In what areas did they excel?
- **Assessment Procedures:** How effective were the methods and tools used to assess student performance on these skills? What challenges did you face? What successes should be celebrated?
- **Future Improvements:** What opportunities for improving student learning do these findings reveal? Consider individual teaching practices, curricular adjustments, departmental collaborations, and modifications to assessment procedures (methods and tools).

Part IV. Next Steps (Table)

What will you do with this information?

List the immediate steps that your department will plan to take to improve student learning during the next assessment cycle.

- Be as **specific, concrete, and concise** as possible in describing your action steps.
- Consider ways you might improve the student learning experience individually or collaboratively from **multiple avenues:** instruction, curriculum, and assessment procedures, as well as student support services and extracurricular activities.
- This is **just a plan**, so action steps should be realistic but also optimistic, acknowledging that plans can and often do change. Include as many of the following details as you can as a starting point, but you can continue to update this document as needed.
- If **no changes** are needed/planned, please explain why and describe what new assessment activities you will undertake instead.

Action	Goal	Timeline	Participants
Specific steps to improve learning, SLOs to assess next cycle, etc.	Measurable target for relevant improvements based on findings.	Achievable deadline for implementing plan/change(s).	List of faculty and staff involved in planned improvement activity.
Redesign assessment of Cardio/Pulmonary knowledge.	Improve NPTE scores in the area of Cardio/Pulmonary.	Fall 2018	PTA Faculty
Incorporate additional clinical/subject matter experts on manual therapy into curriculum in earlier stages of program.	Prepare students better for their clinical internships. Receive feedback from students and clinical instructors.	Spring 2019	PTA 120/230 instructor/students

Add or remove table rows as needed.

Part V. Submit (Email): Send your completed Improvement Plan to your Division’s Assessment Lead. Once reviewed and finalized, Leads will post all Improvement Plans to the U: drive.

Annual Improvement Plan Closing the Assessment Loop

Department: Radiologic Technology

Assessment Cycle: 2018

Teaching Staff: Roger Cox, Beth Almanza, Patty Rello, Polly Boggs, Patricia Elliott, Donna Johnson. # Full-Time Faculty 3

Part-Time Instructors 3

Part I. Plan Overview (Table)

What did you assess, how, and why?

- 1) **List** the Student Learning Outcomes (SLOs) assessed during this assessment cycle.
- 2) **Indicate** the SLO level - Course (C), Program (P), or Institution (I) - for each outcome assessed.
- 3) **Identify** the history of assessing this SLO: whether it is *New (N)* - not assessed prior to this cycle, *Ongoing (O)* - assessed in the previous cycle, and/or *Continuing (C)* - you intend to assess it in the next cycle.
- 4) **Specify** the methods used, including scoring tool(s) (e.g. Communication ISLO Rubric) and assignment/activity types (e.g. essay/paper, oral presentation, pre/post-test, etc.).
- 5) **Describe** what student demographic was assessed (e.g. which classes, number of sections, total enrollment/sample size).
- 6) **Record** the names and roles (e.g. full-time/part-time; faculty/staff) of participants in these assessment activities.

1) SLO	2) Level	3) History	4) Methods	5) Demographic	6) Participants
Imaging Procedures	PSLO	<input type="checkbox"/> N <input type="checkbox"/> O <input checked="" type="checkbox"/> C	Surgery Simulation Rubric; simulation	RTE182 001, 002, 003	Patty Rello, Polly Boggs, Beth Almanza
Imaging Procedures	PSLO	<input type="checkbox"/> N <input checked="" type="checkbox"/> O <input type="checkbox"/> C	Surgery Simulation Rubric; simulation	RTE282 001, 002, 003	Patty Rello, Polly Boggs, Beth Almanza
Professionalism	ISLO	<input checked="" type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/> C	Classroom Professionalism Rubric; self-assessment	RTE141; RTE142	Roger Cox

Add or remove table rows as needed.

Part II. Results Summary (Attachment)

How did your students do?

- 1) **Generate** eLumen SLO Performance Report(s) for all SLOs assessed during the calendar year of this assessment cycle.
 - Include raw score counts, performance trends (% for each mastery level), and N/A (Not Assessed) counts for each SLO.
 - Select .csv or .xls format in the report options.
- 2) **Add** the following two columns to the spreadsheet report(s) generated:
 - Total Scores Recorded (sum of "Count" columns for all 4 mastery levels - do not include N/A count)
 - % Target Achieved (sum of "Percent" columns for "Exemplary" and "Accomplished" mastery levels)
- 3) **Attach** the updated Performance Report spreadsheet(s) to this document.

Part III. Key Findings (Discussion)

Radiologic Technology

What did you learn?

Together as a department, review the Results Summary, especially performance target achievement rates, and reflect on the following questions through discussion with faculty:

- **Student Performance:** How well are students learning and mastering these skills? What learning outcomes are they struggling with the most? In what areas did they excel?
- **Assessment Procedures:** How effective were the methods and tools used to assess student performance on these skills? What challenges did you face? What successes should be celebrated?
- **Future Improvements:** What opportunities for improving student learning do these findings reveal? Consider individual teaching practices, curricular adjustments, departmental collaborations, and modifications to assessment procedures (methods and tools).

Part IV. Next Steps (Table)

What will you do with this information?

List the immediate steps that your department will plan to take to improve student learning during the next assessment cycle.

- Be as **specific, concrete, and concise** as possible in describing your action steps.
- Consider ways you might improve the student learning experience individually or collaboratively from **multiple avenues**: instruction, curriculum, and assessment procedures, as well as student support services and extracurricular activities.
- This is **just a plan**, so action steps should be realistic but also optimistic, acknowledging that plans can and often do change. Include as many of the following details as you can as a starting point, but you can continue to update this document as needed.
- If **no changes** are needed/planned, please explain why and describe what new assessment activities you will undertake instead.

<u>Action</u>	<u>Goal</u>	<u>Timeline</u>	<u>Participants</u>
Specific steps to improve learning, SLOs to assess next cycle, etc.	Measurable target for relevant improvements based on findings.	Achievable deadline for implementing plan/change(s).	List of faculty and staff involved in planned improvement activity.
Continue to write additional rubric lines to better assess learning	Have at least one line of rubrics written for each outcome to measure with rubrics (some courses outcomes will be measured with testing).	Continue the rubric writing process at the March 8, 2018 department meeting. Have all rubrics written by May 2018.	Roger, Beth, Patty, Polly
Make assessment a topic at every department meeting to assess progress and make adjustments to our plan as we go.	Hold departmental meetings on assessment at least once each month.	Beginning March 8 th and continuing the second Thursday of each month.	Roger, Beth, Patty, Polly

Radiologic Technology

<u>Action</u>	<u>Goal</u>	<u>Timeline</u>	<u>Participants</u>
Specific steps to improve learning, SLOs to assess next cycle, etc.	Measurable target for relevant improvements based on findings.	Achievable deadline for implementing plan/change(s).	List of faculty and staff involved in planned improvement activity.
Meet with DMS instructors to write PSLOs for this program.	Write PSLOs for each course in the DMS program.	A first meeting will be scheduled in March, 2018. Additional meetings will be scheduled as needed monthly during the Spring 2018 and Fall 2018 semesters.	Roger, Trish Elliott, Donna Johnson
All DMS part-time instructors will complete eLumen Basic Training	All DMS Part-time instructors will be trained by the end of Spring 2018	By April 30, 2018 all Part-time DMS instructors will complete eLumen Basic training.	Trish Elliott, Donna Johnson.

Add or remove table rows as needed.

Part V. Submit (Email): Send your completed Improvement Plan to your Division's Assessment Lead. Once reviewed and finalized, Leads will post all Improvement Plans to the U: drive.

Annual Improvement Plan Closing the Assessment Loop

Department: Surgical Technology

Assessment Cycle: 2017

Teaching Staff: Diana Montoya, Raeann Quintana, Andrea Falletta 2# Full-Time Faculty 1 Part-Time Instructor

Part I. Plan Overview (Table)

What did you assess, how, and why?

- 1) **List** the Student Learning Outcomes (SLOs) assessed during this assessment cycle.
- 2) **Indicate** the SLO level - Course (C), Program (P), or Institution (I) - for each outcome assessed.
- 3) **Identify** the history of assessing this SLO: whether it is *New (N)* - not assessed prior to this cycle, *Ongoing (O)* - assessed in the previous cycle, and/or *Continuing (C)* - you intend to assess it in the next cycle.
- 4) **Specify** the methods used, including scoring tool(s) (e.g. Communication ISLO Rubric) and assignment/activity types (e.g. essay/paper, oral presentation, pre/post-test, etc.).
- 5) **Describe** what student demographic was assessed (e.g. which classes, number of sections, total enrollment/sample size).
- 6) **Record** the names and roles (e.g. full-time/part-time; faculty/staff) of participants in these assessment activities.

1) SLO	2) Level	3) History	4) Methods	5) Demographic	6) Participants
Preventing Perioperative Disease Transmissions	PSLO	<input type="checkbox"/> N <input type="checkbox"/> O <input checked="" type="checkbox"/> C	Matching best practices for aseptic techniques to the appropriate sterile principle using "Textual Literacy" Rubric Matching best practices for aseptic techniques to the appropriate sterile principle using "Textual Literacy" Rubric	Cohort #3 15 Students Assessed Fall 2016: STE102 Spring 2017: STE111 14 Students Assessed Fall 2017: STE279 Spring 2018: STE289 Cohort #4 16 Students Assessed Fall 2017: STE100 14 Students Assessed Spring 2018: STE120	Diana Montoya, Department Chair, FT Raeann Quintana, FT Andrea Falletta, PT Diana Montoya, Department Chair FT Raeann Quintana, FT Alison Basta, PT

Surgical Technology

1) SLO	2) Level	3) History	4) Methods	5) Demographic	6) Participants
Professionalism	PSLO	<input type="checkbox"/> N <input type="checkbox"/> O <input checked="" type="checkbox"/> C	Using Professionalism & Social Consciousness Rubric for Assignment Using Professionalism & Social Consciousness Rubric for Assignment	Cohort #3 15 Students Assessed Fall 2016: STE102 Spring 2017: STE111 14 Students Assessed Fall 2017: STE279 Spring 2018: STE289 Cohort #4 15 Students Assessed STE102 STE111 STE100 STE120	Diana Montoya, Department Chair, FT Raeann Quintana, FT Andrea Falletta, PT Diana Montoya, Department Chair FT Raeann Quintana, FT Alison Basta, PT

Add or remove table rows as needed.

Part II. Results Summary (Attachment)

How did your students do?

- 1) **Generate** eLumen SLO Performance Report(s) for all SLOs assessed during the calendar year of this assessment cycle.
 - Include raw score counts, performance trends (% for each mastery level), and N/A (Not Assessed) counts for each SLO.
 - Select .csv or .xls format in the report options.
- 2) **Add** the following two columns to the spreadsheet report(s) generated:
 - Total Scores Recorded (sum of "Count" columns for all 4 mastery levels - do not include N/A count)
 - % Target Achieved (sum of "Percent" columns for "Exemplary" and "Accomplished" mastery levels)
- 3) **Attach** the updated Performance Report spreadsheet(s) to this document.

Part III. Key Findings (Discussion)

What did you learn?

Together as a department, review the Results Summary, especially performance target achievement rates, and reflect on the following questions through discussion with faculty:

- **Student Performance:**

Cohort #3: Preventing Perioperative Disease Transmissions: Students have incrementally achieved exemplary from Fall of 2016 to Spring 2018 which shows faculty that student performance has grown throughout their time in the program and the students have retained their knowledge and are prepared to take the CST exam.

Surgical Technology

Performance	Fall 2016	Spring 2017	Fall 2017	Spring 2018
Beginning	10	2	0	0
Developing	4	1	2	0
Accomplished	1	1	1	2
Exemplary	0	11	11	11

Cohort #4: Preventing Perioperative Disease Transmissions: Faculty is able to identify that students have not grasped the sterile principles and review is needed immediately. A new assignment will be developed to help strengthen this concept.

Performance	Fall 2017	Spring 2018	Fall 2018	Spring 2019
Beginning	11	11		
Developing	4	2		
Accomplished	1	1		
Exemplary	0	0		

Cohort #3: Professionalism: Faculty assessed 6 categories using the Professionalism & Social Consciousness Rubric. Overall, 96% of the students achieved exemplary.

Cohort #4: Professionalism. Faculty assessed 6 categories using the Professionalism & Social Consciousness Rubric. Based on cohort #3, faculty felt like it would be better to assess students in lab and clinical courses rather than in the classroom. In the fall 2016 semester, 14% of the students achieved exemplary and 72% achieved accomplished. In the spring 2018 semester, 38% achieved exemplary and 56% achieved accomplished. We will continue to assess the students.

- **Assessment Procedures:** How effective were the methods and tools used to assess student performance on these skills? What challenges did you face? What successes should be celebrated?

The assessment tools are working and make identification of student achievement very clear. Our faculty can celebrate the fact that we are able to implement assessment in our program.

- **Future Improvements:** What opportunities for improving student learning do these findings reveal? Consider individual teaching practices, curricular adjustments, departmental collaborations, and modifications to assessment procedures (methods and tools).

The most critical information that we were able to take away as faculty is making sure that all documentation is signed, dated, and filed. We identified that not all students put a date on their projects. Some have first name only. We will modify all student assignments to clearly state: Name:_____ S#:_____ Date:_____. This will help identify all student work accordingly.

Part IV. Next Steps (Table)

Surgical Technology

What will you do with this information?

List the immediate steps that your department will plan to take to improve student learning during the next assessment cycle.

- Be as **specific, concrete, and concise** as possible in describing your action steps.
- Consider ways you might improve the student learning experience individually or collaboratively from **multiple avenues**: instruction, curriculum, and assessment procedures, as well as student support services and extracurricular activities.
- This is **just a plan**, so action steps should be realistic but also optimistic, acknowledging that plans can and often do change. Include as many of the following details as you can as a starting point, but you can continue to update this document as needed.
- If **no changes** are needed/planned, please explain why and describe what new assessment activities you will undertake instead.

<u>Action</u>	<u>Goal</u>	<u>Timeline</u>	<u>Participants</u>
Specific steps to improve learning, SLOs to assess next cycle, etc.	Measurable target for relevant improvements based on findings.	Achievable deadline for implementing plan/change(s).	List of faculty and staff involved in planned improvement activity.
Add Sterile Processing Student Assessment CSLO/PSLO	Goal is to capture and document specific skills learned following a 2 day experience working in SMC Processing Department	Assessment tool will be developed in Spring 2018 and added to eLumen in Spring 2018	Raeann Quintana Alison Basta Diana Montoya
Add Skill Assessment CSLO/PSLO	Measure critical thinking ability for safe and effective practice	Assessment tool will be developed in Spring 2018 and added to eLumen in Spring 2018	Raeann Quintana Alison Basta Diana Montoya
Add Skill Assessment	Measure performance of lab skill under designated time constraints characteristic of operating room conditions	Assessment tool will be developed in Spring 2018 and added to eLumen in Spring 2018	Raeann Quintana Alison Basta Diana Montoya

Add or remove table rows as needed.

Part V. Submit (Email): Send your completed Improvement Plan to your Division's Assessment Lead. Once reviewed and finalized, Leads will post all Improvement Plans to the U: drive.

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Dept	Prog	ISLO	Term	4 - #	4 3 %	3 - #	3 - %	2 - #	2 - %	1 - #	1 - %	N/A	Total	% Target
COS	COS	1a: Interpret, analyze, and assess available evidence, information, and ideas	FA17	12	70.6%	5	29.4%	0	0.0%	0	0.0%	3	17	100%
COS	COS	1b: Explore implications, inferences, assumptions, and alternate solutions	FA17	12	70.6%	5	29.4%	0	0.0%	0	0.0%	3	17	100%
COS	COS	1c: Construct and defend logical conclusions that are firmly supported by sufficient and relevant evidence	FA17	11	64.7%	5	29.4%	1	5.9%	0	0.0%	3	17	94.1%
COS	COS	1d: Formulate creative solutions in consideration of and in response to relevant contexts, opinions, and opposition	FA17	12	70.6%	4	23.5%	1	5.9%	0	0.0%	3	17	94.1%
COS	COS	2a: Organize and express ideas clearly in both written and oral communication	FA17	2	9.1%	10	45.5%	9	40.9%	1	4.5%	6	22	54.5%
COS	COS	2b: Convey ideas purposefully (persuasive, informative, etc.) and with a clear focus	FA17	3	13.6%	8	36.4%	10	45.5%	1	4.5%	6	22	50.0%
COS	COS	2c: Employ conventions of communication in accordance with disciplinary and/or professional expectations	FA17	3	13.6%	10	45.5%	8	36.4%	1	4.5%	6	22	59.1%
COS	COS	2d: Select and apply compelling and appropriate communication strategies that attend to the values, knowledge, interests, and needs of the audience	FA17	2	9.1%	12	54.5%	7	31.8%	1	4.5%	6	22	63.6%
COS	EST	1a: Interpret, analyze, and assess available evidence, information, and ideas	FA17	0	0.0%	26	100%	0	0.0%	0	0.0%	0	26	100%
COS	EST	1b: Explore implications, inferences, assumptions, and alternate solutions	FA17	0	0.0%	25	96.2%	1	3.8%	0	0.0%	0	26	96.2%
COS	EST	1c: Construct and defend logical conclusions that are firmly supported by sufficient and relevant evidence	FA17	0	0.0%	26	100%	0	0.0%	0	0.0%	0	26	100%
COS	EST	1d: Formulate creative solutions in consideration of and in response to relevant contexts, opinions, and opposition	FA17	0	0.0%	26	100%	0	0.0%	0	0.0%	0	26	100%
COS	NAT	1a: Interpret, analyze, and assess available evidence, information, and ideas	FA17	2	18.2%	7	63.6%	2	18.2%	0	0.0%	1	11	81.8%
COS	NAT	1b: Explore implications, inferences, assumptions, and alternate solutions	FA17	4	36.4%	4	36.4%	3	27.3%	0	0.0%	1	11	72.7%
COS	NAT	1c: Construct and defend logical conclusions that are firmly supported by sufficient and relevant evidence	FA17	4	36.4%	6	54.5%	1	9.1%	0	0.0%	1	11	90.9%
COS	NAT	1d: Formulate creative solutions in consideration of and in response to relevant contexts, opinions, and opposition	FA17	3	27.3%	5	45.5%	3	27.3%	0	0.0%	1	11	72.7%
DEH	DEH	1c: Construct and defend logical conclusions that are firmly supported by sufficient and relevant evidence	SP17	6	6.5%	31	33.3%	38	40.9%	18	19.4%	0	93	39.8%
DEH	DEH	4a: Recognize, summarize, and explain central and supporting ideas as well as implied and abstract ideas in a variety of written, oral, and visual texts in multiple genres including academic and technical sources	SP17	9	14.5%	22	35.5%	22	35.5%	9	14.5%	16	62	50.0%
DEH	DEH	5a-3: Practice ethical behavior by demonstrating honesty, trustworthiness, and integrity of work	SP17	9	14.5%	22	35.5%	22	35.5%	9	14.5%	16	62	50.0%

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Dept	Prog	ISLO	Term	4 - #	4 3 %	3 - #	3 - %	2 - #	2 - %	1 - #	1 - %	N/A	Total	% Target
EMS	EMS	1a: Interpret, analyze, and assess available evidence, information, and ideas	FA17	4	10.3%	23	59.0%	12	30.8%	0	0.0%	7	39	69.2%
EMS	EMS	4a: Recognize, summarize, and explain central and supporting ideas as well as implied and abstract ideas in a variety of written, oral, and visual texts in multiple genres including academic and technical sources	FA17	4	10.3%	23	59.0%	12	30.8%	0	0.0%	7	39	69.2%
EMS	EMS	4d: Select suitable information and materials and apply proper methods in order to accomplish tasks	FA17	9	56.3%	7	43.8%	0	0.0%	0	0.0%	0	16	100%
EMS	EMS	4d: Select suitable information and materials and apply proper methods in order to accomplish tasks	SP17	9	11.3%	57	71.3%	10	12.5%	4	5.0%	10	80	82.5%
EMS	EMS	4d: Select suitable information and materials and apply proper methods in order to accomplish tasks	SU17	6	40.0%	5	33.3%	3	20.0%	1	6.7%	3	15	73.3%
FST	FST	5a-1: Demonstrate personal accountability through time management, preparedness, and honoring commitments	SP17	16	53.3%	7	23.3%	4	13.3%	3	10.0%	0	30	76.7%
FST	FST	5a-2: Exhibit self-efficacy by growing personally in response to constructive criticism, demonstrating persistence, and utilizing support resources as needed	SP17	18	90.0%	2	10.0%	0	0.0%	0	0.0%	0	20	100%
FST	FST	5b: Exhibit appropriate conduct and behavior in accordance with disciplinary and/or professional expectations, including respectful treatment of others and collaboration	SP17	18	90.0%	1	5.0%	1	5.0%	0	0.0%	0	20	95.0%
NUA	NUA	1a: Interpret, analyze, and assess available evidence, information, and ideas	FA17	0	0.0%	12	80.0%	3	20.0%	0	0.0%	0	15	80.0%
NUA	NUA	1a: Interpret, analyze, and assess available evidence, information, and ideas	SP17	0	0.0%	7	87.5%	0	0.0%	1	12.5%	0	8	87.5%
NUA	NUA	1b: Explore implications, inferences, assumptions, and alternate solutions	FA17	1	6.7%	12	80.0%	2	13.3%	0	0.0%	0	15	86.7%
NUA	NUA	1b: Explore implications, inferences, assumptions, and alternate solutions	SP17	0	0.0%	7	87.5%	0	0.0%	1	12.5%	0	8	87.5%
NUA	NUA	1c: Construct and defend logical conclusions that are firmly supported by sufficient and relevant evidence	FA17	0	0.0%	15	100%	0	0.0%	0	0.0%	0	15	100%
NUA	NUA	1c: Construct and defend logical conclusions that are firmly supported by sufficient and relevant evidence	SP17	0	0.0%	7	87.5%	0	0.0%	1	12.5%	0	8	87.5%
NUA	NUA	1d: Formulate creative solutions in consideration of and in response to relevant contexts, opinions, and opposition	FA17	0	0.0%	15	100%	0	0.0%	0	0.0%	0	15	100%
NUA	NUA	1d: Formulate creative solutions in consideration of and in response to relevant contexts, opinions, and opposition	SP17	0	0.0%	7	87.5%	0	0.0%	1	12.5%	0	8	87.5%
NUA	NUA	2a: Organize and express ideas clearly in both written and oral communication	FA17	1	14.3%	1	14.3%	5	71.4%	0	0.0%	0	7	28.6%
NUA	NUA	2b: Convey ideas purposefully (persuasive, informative, etc.) and with a clear focus	FA17	0	0.0%	5	71.4%	2	28.6%	0	0.0%	0	7	71.4%

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Dept	Prog	ISLO	Term	4 - #	4 3 %	3 - #	3 - %	2 - #	2 - %	1 - #	1 - %	N/A	Total	% Target
NUA	NUA	2c: Employ conventions of communication in accordance with disciplinary and/or professional expectations	FA17	0	0.0%	4	57.1%	3	42.9%	0	0.0%	0	7	57.1%
NUA	NUA	2d: Select and apply compelling and appropriate communication strategies that attend to the values, knowledge, interests, and needs of the audience	FA17	1	14.3%	3	42.9%	3	42.9%	0	0.0%	0	7	57.1%
NUR	NUR	1b: Explore implications, inferences, assumptions, and alternate solutions	FA17	112	57.7%	30	15.5%	10	5.2%	42	21.6%	16	194	73.2%
NUR	NUR	1c: Construct and defend logical conclusions that are firmly supported by sufficient and relevant evidence	FA17	104	53.6%	38	19.6%	32	16.5%	20	10.3%	16	194	73.2%
NUR	NUR	1d: Formulate creative solutions in consideration of and in response to relevant contexts, opinions, and opposition	FA17	115	59.3%	36	18.6%	7	3.6%	36	18.6%	16	194	77.8%
NUR	NUR	2b: Convey ideas purposefully (persuasive, informative, etc.) and with a clear focus	FA17	115	59.3%	36	18.6%	7	3.6%	36	18.6%	16	194	77.8%
NUR	NUR	3a: Interpret and explain information presented as numerical data, functions, and formulae	FA17	34	37.8%	26	28.9%	18	20.0%	12	13.3%	0	90	66.7%
NUR	NUR	3b: Represent information as numerical data, functions, and formulae	FA17	34	37.8%	26	28.9%	18	20.0%	12	13.3%	0	90	66.7%
NUR	NUR	3c: Select appropriate numerical data, functions, and formulae to perform accurate computations	FA17	34	37.8%	26	28.9%	18	20.0%	12	13.3%	0	90	66.7%
NUR	NUR	3d: Identify, evaluate, and infer reasonable assumptions based on quantitative information	FA17	34	37.8%	26	28.9%	18	20.0%	12	13.3%	0	90	66.7%
NUR	NUR	3e: Formulate reasonable solutions and draw logical conclusions from numerical data	FA17	34	37.8%	26	28.9%	18	20.0%	12	13.3%	0	90	66.7%
NUR	NUR	3f: Interpret numerical data and calculations in defense of an argument	FA17	34	37.8%	26	28.9%	18	20.0%	12	13.3%	0	90	66.7%
NUR	NUR	4a: Recognize, summarize, and explain central and supporting ideas as well as implied and abstract ideas in a variety of written, oral, and visual texts in multiple genres including academic and technical sources	FA17	115	59.3%	36	18.6%	7	3.6%	36	18.6%	16	194	77.8%
NUR	NUR	4b: Locate relevant and reliable information from a variety of sources as appropriate for the context	FA17	115	59.3%	36	18.6%	7	3.6%	36	18.6%	16	194	77.8%
NUR	NUR	4c: Evaluate the relevance and reliability of information and its appropriateness for the context	FA17	115	59.3%	36	18.6%	7	3.6%	36	18.6%	16	194	77.8%
NUR	NUR	4d: Select suitable information and materials and apply proper methods in order to accomplish tasks	FA17	112	57.7%	30	15.5%	10	5.2%	42	21.6%	16	194	73.2%
NUR	NUR	5b: Exhibit appropriate conduct and behavior in accordance with disciplinary and/or professional expectations, including respectful treatment of others and collaboration	FA17	122	62.9%	47	24.2%	13	6.7%	12	6.2%	16	194	87.1%
NUR	NUR	5c-1: Engage with local and extended communities to promote civic action and social improvement	FA17	122	62.9%	47	24.2%	13	6.7%	12	6.2%	16	194	87.1%

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Dept	Prog	ISLO	Term	4 - #	4 3 %	3 - #	3 - %	2 - #	2 - %	1 - #	1 - %	N/A	Total	% Target
NUR	NUR	5c-2: Examine and acknowledge differing views, express appreciation for diversity, explore the relationships between ideas and recognize the interconnectivity of issues, and broaden disciplinary and personal knowledge.	FA17	122	62.9%	47	24.2%	13	6.7%	12	6.2%	16	194	87.1%
OTA	OTA	1d: Formulate creative solutions in consideration of and in response to relevant contexts, opinions, and opposition	SP17	19	48.7%	18	46.2%	2	5.1%	0	0.0%	0	39	94.9%
OTA	OTA	2c: Employ conventions of communication in accordance with disciplinary and/or professional expectations	FA17	2	10.5%	7	36.8%	9	47.4%	1	5.3%	0	19	47.4%
OTA	OTA	2c: Employ conventions of communication in accordance with disciplinary and/or professional expectations	SP17	16	41.0%	22	56.4%	1	2.6%	0	0.0%	0	39	97.4%
OTA	OTA	4d: Select suitable information and materials and apply proper methods in order to accomplish tasks	SP17	35	60.3%	22	37.9%	1	1.7%	0	0.0%	0	58	98.3%
OTA	OTA	5a-3: Practice ethical behavior by demonstrating honesty, trustworthiness, and integrity of work	SP17	19	48.7%	20	51.3%	0	0.0%	0	0.0%	0	39	100%
OTA	OTA	5b: Exhibit appropriate conduct and behavior in accordance with disciplinary and/or professional expectations, including respectful treatment of others and collaboration	SP17	112	71.8%	36	23.1%	4	2.6%	4	2.6%	0	156	94.9%
OTA	OTA	5c-2: Examine and acknowledge differing views, express appreciation for diversity, explore the relationships between ideas and recognize the interconnectivity of issues, and broaden disciplinary and personal knowledge.	SP17	96	61.5%	60	38.5%	0	0.0%	0	0.0%	0	156	100%
PTA	PTA	1a: Interpret, analyze, and assess available evidence, information, and ideas	FA17	14	66.7%	5	23.8%	2	9.5%	0	0.0%	0	21	90.5%
PTA	PTA	2a: Organize and express ideas clearly in both written and oral communication	FA17	8	38.1%	7	33.3%	6	28.6%	0	0.0%	0	21	71.4%
RTE	RTE	1a: Interpret, analyze, and assess available evidence, information, and ideas	FA17	18	50.0%	13	36.1%	5	13.9%	0	0.0%	0	36	86.1%
RTE	RTE	1a: Interpret, analyze, and assess available evidence, information, and ideas	SP17	6	15.4%	15	38.5%	14	35.9%	4	10.3%	6	39	53.8%
RTE	RTE	1b: Explore implications, inferences, assumptions, and alternate solutions	FA17	16	44.4%	16	44.4%	4	11.1%	0	0.0%	0	36	88.9%
RTE	RTE	1b: Explore implications, inferences, assumptions, and alternate solutions	SP17	3	7.7%	13	33.3%	15	38.5%	8	20.5%	6	39	41.0%
RTE	RTE	1c: Construct and defend logical conclusions that are firmly supported by sufficient and relevant evidence	FA17	18	50.0%	13	36.1%	5	13.9%	0	0.0%	0	36	86.1%
RTE	RTE	1c: Construct and defend logical conclusions that are firmly supported by sufficient and relevant evidence	SP17	3	7.7%	11	28.2%	16	41.0%	9	23.1%	6	39	35.9%
RTE	RTE	1d: Formulate creative solutions in consideration of and in response to relevant contexts, opinions, and opposition	FA17	10	27.8%	17	47.2%	7	19.4%	2	5.6%	0	36	75.0%
RTE	RTE	1d: Formulate creative solutions in consideration of and in response to relevant contexts, opinions, and opposition	SP17	7	17.9%	4	10.3%	17	43.6%	11	28.2%	6	39	28.2%

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Dept	Prog	ISLO	Term	4 - #	4 3 %	3 - #	3 - %	2 - #	2 - %	1 - #	1 - %	N/A	Total	% Target
RTE	RTE	4d: Select suitable information and materials and apply proper methods in order to accomplish tasks	FA17	14	58.3%	7	29.2%	1	4.2%	2	8.3%	0	24	87.5%
RTE	RTE	5a-1: Demonstrate personal accountability through time management, preparedness, and honoring commitments	SP17	23	47.9%	21	43.8%	4	8.3%	0	0.0%	0	48	91.7%
RTE	RTE	5a-3: Practice ethical behavior by demonstrating honesty, trustworthiness, and integrity of work	FA17	14	58.3%	7	29.2%	1	4.2%	2	8.3%	0	24	87.5%
RTE	RTE	5a-3: Practice ethical behavior by demonstrating honesty, trustworthiness, and integrity of work	SP17	12	50.0%	9	37.5%	3	12.5%	0	0.0%	0	24	87.5%
RTE	RTE	5b: Exhibit appropriate conduct and behavior in accordance with disciplinary and/or professional expectations, including respectful treatment of others and collaboration	FA17	14	58.3%	7	29.2%	1	4.2%	2	8.3%	0	24	87.5%
RTE	RTE	5b: Exhibit appropriate conduct and behavior in accordance with disciplinary and/or professional expectations, including respectful treatment of others and collaboration	SP17	54	76.1%	15	21.1%	2	2.8%	0	0.0%	1	71	97.2%
STE	STE	1a: Interpret, analyze, and assess available evidence, information, and ideas	SP17	6	40.0%	9	60.0%	0	0.0%	0	0.0%	0	15	100%
STE	STE	1b: Explore implications, inferences, assumptions, and alternate solutions	SP17	7	46.7%	6	40.0%	2	13.3%	0	0.0%	0	15	86.7%
STE	STE	1c: Construct and defend logical conclusions that are firmly supported by sufficient and relevant evidence	SP17	6	40.0%	8	53.3%	1	6.7%	0	0.0%	0	15	93.3%
STE	STE	1d: Formulate creative solutions in consideration of and in response to relevant contexts, opinions, and opposition	SP17	6	40.0%	7	46.7%	2	13.3%	0	0.0%	0	15	86.7%
H&PS	All	All	CY17	2212	47.1%	1449	30.8%	547	11.6%	489	10.4%	300	4697	77.9%