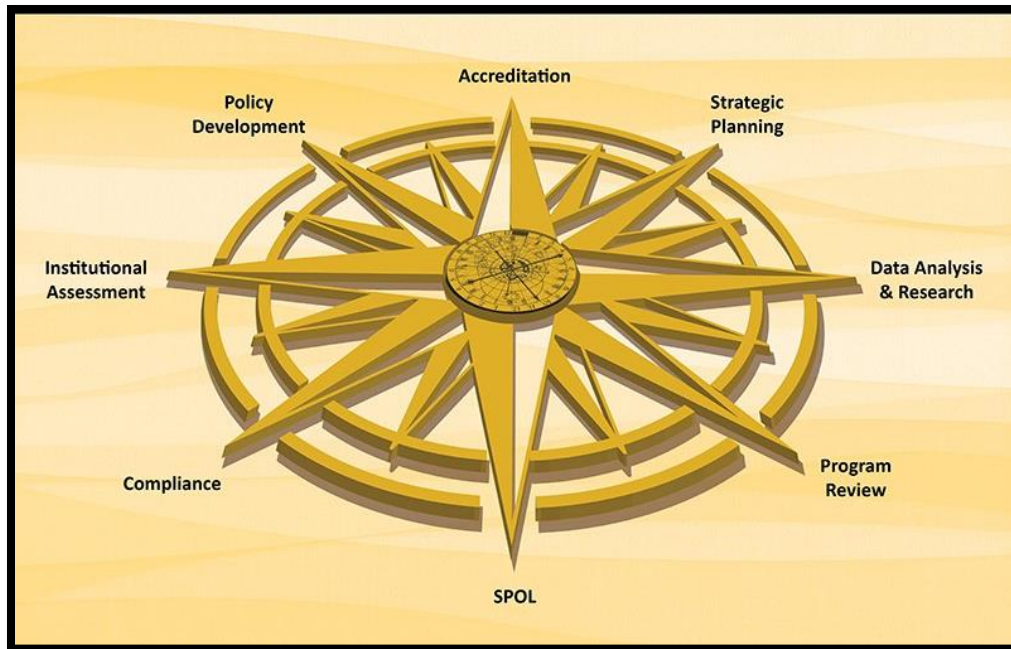


# THREE RIVERS COLLEGE

## Office of Institutional Effectiveness



## Student Learning Outcomes Report 2016-2017

# Introduction

## Student Learning Outcomes Report

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

Programs that submitted reports for the 2016-2017 academic year.

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

# **Three Rivers College**

THE COMMUNITY COLLEGE OF SOUTHEAST MISSOURI

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

**2016-17**

### **Program Purpose Statement**

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

### **Program Outcomes**

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

**ACCT 211 - Principles of Accounting I**

<b>Course Learning Outcome #</b>	<b>Course Learning Outcome</b>	<b>Program Outcome #</b>
1	Identify the role of the accounting profession in ethical business decision-making. (C1)	2
2	Apply GAAP for corporate financial reporting. (C2)	1, 3
3	Analyze the elements of internal control. (C3)	1, 3
4	Demonstrate accounting procedures for corporate bonds. (C4)	1, 3
5	Calculate financial ratios and use them to evaluate business performance. (C5)	1, 3, 5

**ACCT 212 - Principles of Accounting II**

<b>Course Learning Outcome #</b>	<b>Course Learning Outcome</b>	<b>Program Outcome #</b>
1	Demonstrate accounting procedures for corporate stocks.	1, 3
2	Construct a statement of cash flows using information from the accrual balance sheet and income statement.	1, 2
3	Analyze corporate financial statements.	1, 3, 5
4	Demonstrate job order and process costing procedures and budget preparation.	1, 2, 3
5	Relate the use of accounting information to pricing and capital investment decision making.	1, 2

**ACCT 218 - Payroll Accounting**

<b>Course Learning Outcome #</b>	<b>Course Learning Outcome</b>	<b>Program Outcome #</b>
1	Describe and discuss employment and payroll laws.	2, 3, 6
2	Compute gross earnings.	1, 2, 3, 5, 6
3	Compute the amount of federal income tax withholding.	1, 2, 3, 5, 6

4	Calculate FICA taxes, nontax payroll deductions, and unemployment taxes.	1, 2, 3, 5, 6
5	Record employees' wages in payroll register by payroll period.	1, 2, 3, 5, 6
6	Prepare employees' earnings record.	1, 2, 3, 5, 6
7	Prepare payroll tax reports.	1, 2, 3, 5, 6
8	Explain payroll deposit requirements.	1, 2, 3, 5, 6
9	Journalize the entries to record the payroll, payroll taxes, and payment of payroll-related liabilities	1, 2, 3, 5, 6
10	Demonstrate proficiency in using a 10-key calculator	1, 5

### ACCT 219 - Accounting Management Software

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

### ACCT 225 - Intermediate Accounting I

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Identify underlying concepts and basic procedures of a financial accounting information system and financial statement analysis.	1, 2, 3, 5

2	Communicate orally and in writing financial accounting information.	1, 2, 3, 5
3	Demonstrate the recording and processing of more complex transactions and events.	1, 2, 3, 5
4	Manage information accumulation, processing, recording, and reporting steps.	1, 2, 3, 5
5	Identify, measure, and report an entity's assets and determine related impact upon income determination.	1, 2, 3, 5

### ACCT 227 - Financial Analysis & Budgeting

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

### ACCT 237 - Income Tax Accounting

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Describe the history and theory of federal income taxes in the United States.	3, 4
2	Calculate an individual's tax payment or refund using Form 1040, 1040A	3, 4, 5
3	Propose a plan for individuals taxes in future years.	3, 4, 5

### ACCT 258 - Cost Accounting

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Evaluate the costs of materials, labor and overhead.	1, 3
2	Apply the costs of production to the process cost system.	1, 2, 3
3	Prepare a master and flexible budget.	1, 2, 3, 5
4	Analyze the costs of the business for managerial decisions.	1, 2, 3, 5

### ACCT 296 - Certified Bookkeeper Review

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Understand why accruals, deferrals and other adjustments are made	1, 3
2	Find and correct accounting errors	1, 2, 3
3	Complete all steps in payroll transactions	1, 2, 3, 6
4	Understand the difference in book versus tax depreciation	1, 2, 3
5	Record inventories under different accounting methods	1, 2, 3
6	Recognize methods to prevent fraud and business scams	1, 3

### ACCT 297 - Internship

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Show professional standards of appearance and behavior required for employment.	1, 2, 3
2	Identify personal occupational requirement.	1, 2, 3, 4, 5, 6
3	Demonstrate positive relations with employers, customers, and co-workers.	1, 2, 3, 4, 5, 6
4	Exhibit professional responsibility in relation to company, profession, and industry goals.	1, 2, 3, 4, 5, 6



**BLAW 221 - Legal & Ethical Environment of Business**

<b>Course Learning Outcome #</b>	<b>Course Learning Outcome</b>	<b>Program Outcome #</b>
1	Identify the sources of law and the legal system within the United States.	1, 2, 5
2	Discuss the elements of a contract and the rights and obligations within.	1, 2, 3, 5
3	Distinguish when the law of contract and the law of sales are to be applied.	1, 2, 3, 5
4	Explain torts and the type of remedies available for breach of agreements.	1, 2, 3, 5
5	Explain the elements of intellectual property and maintaining ownership interests.	1, 2, 3, 5
6	Analyze business regulations for their moral and ethical value and determine how they impact the business environment.	1, 2, 5

**BUED 203 - Business Communication**

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

**IST 100 - Computer Applications**

<b>Course Learning Outcome #</b>	<b>Course Learning Outcome</b>	<b>Program Outcome #</b>
1	Demonstrate proficiency in using college systems to conduct online learning and research.	5

2	Demonstrate understanding of security options for technology platforms	5
3	Demonstrate proficiency in operating a personal computer	5
4	Demonstrate proficiency in using word processing software	2, 5
5	Demonstrate proficiency in using spreadsheet software	2, 5
6	Demonstrate proficiency in using database software	2, 5
7	Demonstrate proficiency in using presentation software	2, 5

### IST 268 - Spreadsheet Applications

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Interpret financial data.	1, 5
2	Design formulas that solve math problems.	1, 2, 5
3	Show data in a meaningful way using charts, graphs, macros, and pivot tables.	1, 2, 5
4	Integrate Excel spreadsheets with other software applications and the Internet.	1, 2, 5

## Program Outcome #1

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

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	ITV Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
ACCT 211	Principles of Accounting I	6	121	<b>Sections: 3 Students: 51</b>	<b>Sections: 2 Students: 44</b>	<b>Sections: 1 Students: 26</b>	<b>FT: 1 PT: 3</b>	No (Winter and summer (online sections) were excluded)
ACCT 212	Principles of Accounting II	5	63	<b>Sections: 2 Students: 18</b>	<b>Sections: 2 Students: 28</b>	<b>Sections: 1 Students: 17</b>	<b>FT: 1 PT: 1</b>	No (Winter and summer (online sections) were excluded)
ACCT 296	Certified Bookkeeper Review	1	8	<b>Sections: 1 Students: 8</b>	<b>Sections: 0 Students: 0</b>	<b>Sections: 0 Students: 0</b>	<b>FT: 0 PT: 1</b>	Yes

**Course being reported:** ACCT 211 Principles of Accounting I

Face to Face Sections	
Analyzing and Journalizing	96.94%
Posting	79.69%
Adjusting Entries	76.60%
Creating and Formatting Financial Statements	75.56%
Closing Process	91.67%
ITV Sections	
Analyzing and Journalizing	96.15%
Posting	69.23%
Adjusting Entries	73.92%
Creating and Formatting Financial Statements	81.82%
Closing Process	90.91%
Online Sections	
Analyzing and Journalizing	85.53%
Posting	67.07%
Adjusting Entries	81.83%
Creating and Formatting Financial Statements	79.03%
Closing Process	94.64%

Face to Face Sections						
<u>Objective</u>	<u># of Students</u>	<u>Not Attempted</u>	<u>No Evidence (0-24% correct)</u>	<u>Novice (25-59% correct)</u>	<u>Competent (60-84% correct)</u>	<u>Mastery (85-100% correct)</u>
Define debits, credits, and normal account balances using double-entry accounting (Analyzing and Journalizing)	51	2	0	3	0	46
Record transactions in a journal and post journal entries to the ledger (Posting)	51	3	0	10	18	20
Explain the purpose of and journalize and post adjusting entries (Adjusting Entries)	51	5	0	7	16	23
Prepare the financial statements including the classified balance sheet (Creating and Formatting Financial Statements)	51	7	0	20	0	24
Explain the purpose of, journalize, and post closing entries (Closing Process)	51	3	0	8	0	40

ITV Sections						
<u>Objective</u>	<u># of Students</u>	<u>Not Attempted</u>	<u>No Evidence (0-24% correct)</u>	<u>Novice (25-59% correct)</u>	<u>Competent (60-84% correct)</u>	<u>Mastery (85-100% correct)</u>
Define debits, credits, and normal account balances using double-entry accounting (Analyzing and Journalizing)	26	0	0	2	0	24
Record transactions in a journal and post journal entries to the ledger (Posting)	26	0	0	11	4	11
Explain the purpose of and journalize and post adjusting entries (Adjusting Entries)	26	3	0	4	10	9
Prepare the financial statements including the classified balance sheet (Creating and Formatting Financial Statements)	26	4	0	8	0	14
Explain the purpose of, journalize, and post closing entries (Closing Process)	26	4	0	4	0	18

Online Sections						
<u>Objective</u>	<u># of Students</u>	<u>Not Attempted</u>	<u>No Evidence (0-24% correct)</u>	<u>Novice (25-59% correct)</u>	<u>Competent (60-84% correct)</u>	<u>Mastery (85-100% correct)</u>
Define debits, credits, and normal account balances using double-entry accounting (Analyzing and Journalizing)	44	6	0	11	17	10
Record transactions in a journal and post journal entries to the ledger (Posting)	44	3	0	17	22	2
Explain the purpose of and journalize and post adjusting entries (Adjusting Entries)	44	11	0	3	22	8
Prepare the financial statements including the classified balance sheet (Creating and Formatting Financial Statements)	44	13	0	13	9	9
Explain the purpose of, journalize, and post closing entries (Closing Process)	44	16	0	3	15	10

**Course being reported:** ACCT 212 Principles of Accounting II

Face to Face Sections	
Prepare the statement of cash flows by the indirect method	75.00%
Prepare the statement of cash flows by the direct method	69.84%
Perform a horizontal analysis of financial statements	82.35%
Perform a vertical analysis of financial statements	78.44%
Compute and evaluate the standard financial ratios	62.34%
Complete a corporate income statement including earnings per share	80.00%
ITV Sections	
Prepare the statement of cash flows by the indirect method	70.70%
Prepare the statement of cash flows by the direct method	73.65%
Perform a horizontal analysis of financial statements	81.67%
Perform a vertical analysis of financial statements	93.34%
Compute and evaluate the standard financial ratios	56.96%
Complete a corporate income statement including earnings per share	68.57%

Online Sections	
Prepare the statement of cash flows by the indirect method	69.83%
Prepare the statement of cash flows by the direct method	80.94%
Perform a horizontal analysis of financial statements	74.00%
Perform a vertical analysis of financial statements	82.68%
Compute and evaluate the standard financial ratios	65.00%
Complete a corporate income statement including earnings per share	78.70%

Face to Face Sections						
<u>Objective</u>	<u># of Students</u>	<u>Not Attempted</u>	<u>No Evidence (0-24% correct)</u>	<u>Novice (25-59% correct)</u>	<u>Competent (60-84% correct)</u>	<u>Mastery (85-100% correct)</u>
Prepare the statement of cash flows by the indirect method	18	0	1	1	10	6
Prepare the statement of cash flows by the direct method	18	0	1	5	4	8
Perform a horizontal analysis of financial statements	18	1	0	1	10	6
Perform a vertical analysis of financial statements	18	1	0	2	7	8
Compute and evaluate the standard financial ratios	18	1	1	5	9	2
Complete a corporate income statement including earnings per share	18	6	0	0	9	3

ITV Sections						
<u>Objective</u>	<u># of Students</u>	<u>Not Attempted</u>	<u>No Evidence (0-24% correct)</u>	<u>Novice (25-59% correct)</u>	<u>Competent (60-84% correct)</u>	<u>Mastery (85-100% correct)</u>
Prepare the statement of cash flows by the indirect method	17	0	0	4	9	4
Prepare the statement of cash flows by the direct method	17	0	0	4	5	8
Perform a horizontal analysis of financial statements	17	2	0	0	11	4
Perform a vertical analysis of financial statements	17	2	0	0	3	12
Compute and evaluate the standard financial ratios	17	2	0	10	4	1
Complete a corporate income statement including earnings per share	17	3	1	1	11	1

Online Sections						
<u>Objective</u>	<u># of Students</u>	<u>Not Attempted</u>	<u>No Evidence</u>	<u>Novice (25-59% correct)</u>	<u>Competent (60-84% correct)</u>	<u>Mastery</u>

			<u>(0-24% correct)</u>			<u>(85-100% correct)</u>
Prepare the statement of cash flows by the indirect method	28	0	2	4	15	7
Prepare the statement of cash flows by the direct method	28	1	0	4	5	18
Perform a horizontal analysis of financial statements	28	3	0	6	11	8
Perform a vertical analysis of financial statements	28	3	0	1	11	13
Compute and evaluate the standard financial ratios	28	1	3	6	11	7
Complete a corporate income statement including earnings per share	28	5	0	1	16	6

**Course being reported: ACCT 296 Certified Bookkeeper Review**

<b>Face to Face Sections</b>	
<b>Adjusting Entries Overall</b>	83.48%
Identify why we use adjusting entries	85.94%
Make accrued revenue entries	83.93%
Make accrued expense entries	90.73%
Make deferred revenue entries	83.27%
Make deferred expense entries	84.66%
Make other adjusting entries	76.87%
Prepare adjusting entries and financial statements	74.26%
Apply your knowledge to the trial balance	87.34%
<b>Error Correction Overall</b>	83.38%
Identify where errors occur and how they are found	93.95%
Perform the monthly bank reconciliation and find and correct errors revealed by it	77.10%
Find and correct errors in the trial balance	80.44%
Find and correct current period accrual errors	82.55%
Find and correct current period deferral errors	82.05%
<b>Depreciation Overall</b>	69.88%
Depreciation on the financial statements v. tax return	60.86%
Depreciation under GAAP for book purposes	71.25%
The straight-line method of depreciation	70.31%
The units of production method of depreciation	75.00%

The declining balance method of depreciation	66.11%
The sum-of-the-years'-digits method of depreciation	62.95%
Depreciation under federal income tax depreciation rules	72.37%
Tax depreciation of vehicles	83.65%
<b>Inventory Overall</b>	83.03%
Introduction to Inventory	88.66%
Inventory Recordkeeping Using the Perpetual Method	69.51%
Inventory Recordkeeping Using the Periodic Method	92.67%
Inventory Costing: the Weighted-Average and Moving-Average Methods	70.00%
Inventory Costing Using the FIFO Method	92.00%
Inventory Costing Using the LIFO Method	72.80%
Inventory Costing Using the Lower of Cost or Market Rule	93.20%

### Face to Face Sections

<u>Objective</u>	<u># of Students</u>	<u>Not Attempted</u>	<u>No Evidence (0-24% correct)</u>	<u>Novice (25-59% correct)</u>	<u>Competent (60-84% correct)</u>	<u>Mastery (85-100% correct)</u>
<b>Adjusting Entries Overall</b>	8	0	0	0	6	2
Identify why we use adjusting entries	8	0	0	1	1	6
Make accrued revenue entries	8	0	0	0	4	4
Make accrued expense entries	8	0	0	0	1	7
Make deferred revenue entries	8	0	0	0	4	4
Make deferred expense entries	8	0	0	1	2	5
Make other adjusting entries	8	1	0	1	3	3
Prepare adjusting entries and financial statements	8	0	0	1	5	2
Apply your knowledge to the trial balance	8	0	0	0	2	6
<b>Error Correction Overall</b>	8	0	0	0	4	4
Identify where errors occur and how they are found	8	0	0	0	1	7



Perform the monthly bank reconciliation and find and correct errors revealed by it	8	1	0	2	2	3
Find and correct errors in the trial balance	8	0	0	1	3	4
Find and correct current period accrual errors	8	0	0	1	3	4
Find and correct current period deferral errors	8	0	0	1	3	4
<b>Depreciation Overall</b>	8	0	0	2	5	1
Depreciation on the financial statements v. tax return	8	0	0	4	3	1
Depreciation under GAAP for book purposes	8	0	1	0	5	2
The straight-line method of depreciation	8	0	1	1	3	3
The units of production method of depreciation	8	0	0	3	1	4
The declining balance method of depreciation	8	0	1	2	2	3
The sum-of-the-years'-digits method of depreciation	8	0	2	2	1	3
Depreciation under federal income tax depreciation rules	8	0	0	2	2	4
Tax depreciation of vehicles	8	2	0	1	1	4
<b>Inventory Overall</b>	8	0	0	1	2	5
Introduction to Inventory	8	1	0	0	1	6
Inventory Recordkeeping Using the Perpetual Method	8	1	1	1	2	3
Inventory Recordkeeping Using the Periodic Method	8	2	0	0	1	5
Inventory Costing: the Weighted-Average and Moving-Average Methods	8	3	0	1	2	2
Inventory Costing Using the FIFO Method	8	1	0	0	3	4
Inventory Costing Using the LIFO Method	8	3	0	2	1	2
Inventory Costing Using the Lower of Cost or Market Rule	8	3	0	0	0	5

## Program Outcome #2

Communicate business information effectively within a business environment.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
ACCT 227	Financial Analysis & Budgeting	1	15	Sections: 1 Students: 15	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 0	Yes

**Course being reported: ACCT 227 Financial Analysis and Budgeting**

Face to Face Sections	
Correctly Identify Numbers for ratios	71%
Perform Calculations	98%
Analyze Evidence	94%
Formulate Judgments & Solutions	89%
Use Technology to Present Results	94%
Enter formulas in an Excel budget	68%

Criteria	Levels of Achievement			
	No Evidence (0-29 points)	Novice (30-34 points)	Competent (35-44 points)	Mastery (45-50 points)
Correctly Identify Numbers for ratios	0	8	3	4
Perform Calculations	0	0	0	15
Analyze Evidence	0	0	0	15
Formulate Judgments & Solutions	0	0	3	12
Use Technology to Present Results	0	0	2	13
Enter formulas in an Excel budget	5	0	4	6

### Program Outcome #3

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

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	ITV Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
ACCT 211	Principles of Accounting I	6	121	Sections: 3 Students: 51	Sections: 2 Students: 44	Sections: 1 Students: 26	FT: 1 PT: 3	No (Winter and summer sections (online) were excluded)
ACCT 212	Principles of Accounting II	5	63	Sections: 2 Students: 18	Sections: 2 Students: 28	Sections: 1 Students: 17	FT: 1 PT: 1	No (Winter and summer sections (online) were excluded)
ACCT 219	Accounting Management Software	1	9	Sections: 0 Students: 0	Sections: 1 Students: 9	Sections: 0 Students: 0	FT: 0 PT: 1	Yes

**Course being reported:** ACCT 211 Principles of Accounting I

#### Face-to-Face Sections

Prepare the financial statements including the classified balance sheet	75.56%
Prepare a merchandiser's financial statements	71.81%

#### ITV Sections

Prepare the financial statements including the classified balance sheet	81.82%
Prepare a merchandiser's financial statements	82.22%

#### Online Sections

Prepare the financial statements including the classified balance sheet	79.03%
Prepare a merchandiser's financial statements	70.15%

### Face to Face Sections

<u>Objective</u>	<u># of Students</u>	<u>Not Attempted</u>	<u>No Evidence (0-24% correct)</u>	<u>Novice (25-59% correct)</u>	<u>Competent (60-84% correct)</u>	<u>Mastery (85-100% correct)</u>
Prepare the financial statements including the classified balance sheet	51	7	0	20	0	24
Prepare a merchandiser's financial statements	51	5	2	5	32	7

### ITV Sections

<u>Objective</u>	<u># of Students</u>	<u>Not Attempted</u>	<u>No Evidence (0-24% correct)</u>	<u>Novice (25-59% correct)</u>	<u>Competent (60-84% correct)</u>	<u>Mastery (85-100% correct)</u>
Prepare the financial statements including the classified balance sheet	26	4	0	8	0	14
Prepare a merchandiser's financial statements	26	8	0	0	14	4

### Online Sections

<u>Objective</u>	<u># of Students</u>	<u>Not Attempted</u>	<u>No Evidence (0-24% correct)</u>	<u>Novice (25-59% correct)</u>	<u>Competent (60-84% correct)</u>	<u>Mastery (85-100% correct)</u>
Prepare the financial statements including the classified balance sheet	44	13	0	13	9	9
Prepare a merchandiser's financial statements	44	10	0	7	26	1

**Course being reported:** ACCT 212 Principles of Accounting II

**Face-to-Face Sections**

Prepare an operating budget for a manufacturing company	72.56%
Prepare a financial budget for a manufacturing company	55.42%
Prepare an operating budget for a merchandiser	90.91%
Prepare a financial budget for a merchandiser	65.45%

**ITV Sections**

Prepare an operating budget for a manufacturing company	82.23%
Prepare a financial budget for a manufacturing company	63.86%
Prepare an operating budget for a merchandiser	89.29%
Prepare a financial budget for a merchandiser	64.00%

**Online Sections**

Prepare an operating budget for a manufacturing company	84.33%
Prepare a financial budget for a manufacturing company	55.92%
Prepare an operating budget for a merchandiser	93.33%
Prepare a financial budget for a merchandiser	70.00%

**Face to Face Sections**

<u>Objective</u>	<u># of Students</u>	<u>Not Attempted</u>	<u>No Evidence (0-24% correct)</u>	<u>Novice (25-59% correct)</u>	<u>Competent (60-84% correct)</u>	<u>Mastery (85-100% correct)</u>
Prepare an operating budget for a manufacturing company	18	1	0	3	8	6
Prepare a financial budget for a manufacturing company	18	2	1	6	9	0
Prepare an operating budget for a merchandiser	18	7	0	2	0	9
Prepare a financial budget for a merchandiser	18	7	1	2	7	1

**ITV Sections**

<u>Objective</u>	<u># of Students</u>	<u>Not Attempted</u>	<u>No Evidence (0-24% correct)</u>	<u>Novice (25-59% correct)</u>	<u>Competent (60-84% correct)</u>	<u>Mastery (85-100% correct)</u>
Prepare an operating budget for a manufacturing company	17	2	0	1	6	8
Prepare a financial budget for a manufacturing company	17	1	0	6	9	1
Prepare an operating budget for a merchandiser	17	3	0	3	0	11
Prepare a financial budget for a merchandiser	17	2	2	5	4	4

**Online Sections**

<u>Objective</u>	<u># of Students</u>	<u>Not Attempted</u>	<u>No Evidence (0-24% correct)</u>	<u>Novice (25-59% correct)</u>	<u>Competent (60-84% correct)</u>	<u>Mastery (85-100% correct)</u>
Prepare an operating budget for a manufacturing company	28	11	0	0	8	9
Prepare a financial budget for a manufacturing company	28	8	2	8	10	0
Prepare an operating budget for a merchandiser	28	13	0	2	0	13
Prepare a financial budget for a merchandiser	28	10	1	4	12	1

**Course being reported:** ACCT 219 Accounting Management Software

<b>Online Sections</b>	
Setting Up Your Business's Accounting System	80%
Cash-Oriented Business Activities	59.6%
Additional Business Activities	71.11%
Adjusting Entries	66.8%
Budgeting	68.6%

<b>Online Sections</b>						
<b><u>Objective</u></b>	<b><u># of Students</u></b>	<b><u>Not Attempted</u></b>	<b><u>No Evidence (0-24% correct)</u></b>	<b><u>Novice (25-59% correct)</u></b>	<b><u>Competent (60-84% correct)</u></b>	<b><u>Mastery (85-100% correct)</u></b>
Setting Up Your Business's Accounting System	9	1	0	1	3	4
Cash-Oriented Business Activities	9	0	1	3	4	1
Additional Business Activities	9	1	0	2	4	2
Adjusting Entries	9	0	0	2	6	1
Budgeting	9	0	0	3	5	1

## Program Outcome #4

Utilize current income tax resources to prepare personal income tax returns

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Hybrid Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
ACCT 237	Income Tax Accounting	1	17	Sections: Students:	Sections: 0 Students: 0	Sections: 1 Students: 17	FT: 1 PT: 0	Yes



**Course being reported: ACCT 237 Income Tax Accounting**

<b>Hybrid Section</b>	
Identify the filing requirements for income tax returns and the statute of limitations	95.88%
Determine a taxpayer's filing status	95.26%
Understand the distinctions between the various sources of income	84.19%
Identify the common deductions necessary for calculating adjusted gross income	87.26%
Describe the different types of itemized deductions available to individuals	87.26%
Compute a taxpayer's alternative minimum tax liability	81.48%
Explain the calculation of depreciation for trade or business assets	86.20%
Apply the tax rules and calculate the child tax credit	80.64%
Apply the tax rules and calculate the Earned Income Credit (EIC)	81.90%

<b>Hybrid Section</b>						
<u>Objective</u>	<u># of Students</u>	<u>Not Attempted</u>	<u>No Evidence (0-24% correct)</u>	<u>Novice (25-59% correct)</u>	<u>Competent (60-84% correct)</u>	<u>Mastery (85-100% correct)</u>
Identify the filing requirements for income tax returns and the statute of limitations (2-1)	17	1	0	1	1	14
Determine a taxpayer's filing status (4-3)	17	3	0	0	2	12
Understand the distinctions between the various sources of income (5-2)	17	3	0	2	3	9
Identify the common deductions necessary for calculating adjusted gross income (6-1)	17	3	1	0	4	9
Describe the different types of itemized deductions available to individuals (6-2)	17	3	1	0	4	9
Compute a taxpayer's alternative minimum tax liability (13-4)	17	7	0	2	3	5
Explain the calculation of depreciation for trade or business assets (6-3)	17	6	0	1	3	7
Apply the tax rules and calculate the child tax credit (9-5)	17	4	1	0	3	9
Apply the tax rules and calculate the Earned Income Credit (EIC) (9-8)	17	5	1	0	3	8

## Program Outcome #5

Use technology to solve complex business issues, report, and display these solutions  
in an appropriate manner

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
ACCT 219	Accounting Management Software	1	9	Sections:0 Students: 0	Sections: 1 Students: 0	Sections: 0 Students: 0	FT: 0 PT: 1	Yes

**Course being reported:** ACCT 219 Accounting Management Software

Online Section	
Prepare a Balance Sheet Using QuickBooks Accountant	81.20%
Prepare an Income Statement Using QuickBooks Accountant	99.00%
Prepare a Statement of Cash Flows Using QuickBooks Accountant	100.00%
Create Supporting Reports to Help Make Business Decisions	66.89%

Online Sections						
<u>Objective</u>	<u># of Students</u>	<u>Not Attempted</u>	<u>No Evidence (0-24% correct)</u>	<u>Novice (25-59% correct)</u>	<u>Competent (60-84% correct)</u>	<u>Mastery (85-100% correct)</u>
Prepare a Balance Sheet Using QuickBooks Accountant	9	0	0	0	5	4
Prepare an Income Statement Using QuickBooks Accountant	9	0	0	0	0	9
Prepare a Statement of Cash Flows Using QuickBooks Accountant	9	0	0	0	0	9
Create Supporting Reports to Help Make Business Decisions	9	1	0	4	3	1

## Program Outcome #6

Demonstrate knowledge of accounting as it relates to payroll.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	ITV Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
ACCT 211	Principles of Accounting I	6	121	Sections: 3 Students: 51	Sections: 2 Students: 44	Sections: 1 Students: 26	FT: 1 PT: 3	No (Winter and summer (online sections) were excluded)
ACCT 218	Payroll Accounting	1	13	Sections: 1 Students: 13	Sections: 1 Students: 13	Sections: 0 Students: 0	FT: 0 PT: 1	Yes (Was a hybrid section)
ACCT 296	Certified Bookkeeper Review	1	8	Sections: 1 Students: 8	Sections: 1 Students: 8	Sections: 0 Students: 0	FT: 0 PT: 1	Yes (Was a hybrid section)

**Course being reported:** ACCT 211 Principles of Accounting I

### Face to Face Sections

Calculate and journalize basic payroll transactions	67.36%
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### ITV Sections

Calculate and journalize basic payroll transactions	62.72%
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### Online Sections

Calculate and journalize basic payroll transactions	67.17%
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<b>Face to Face Sections</b>						
<b><u>Objective</u></b>	<b><u># of Students</u></b>	<b><u>Not Attempted</u></b>	<b><u>No Evidence (0-24% correct)</u></b>	<b><u>Novice (25-59% correct)</u></b>	<b><u>Competent (60-84% correct)</u></b>	<b><u>Mastery (85-100% correct)</u></b>
Calculate and journalize basic payroll transactions	51	9	3	8	19	12

<b>ITV Sections</b>						
<b><u>Objective</u></b>	<b><u># of Students</u></b>	<b><u>Not Attempted</u></b>	<b><u>No Evidence (0-24% correct)</u></b>	<b><u>Novice (25-59% correct)</u></b>	<b><u>Competent (60-84% correct)</u></b>	<b><u>Mastery (85-100% correct)</u></b>
Calculate and journalize basic payroll transactions	26	7	0	5	13	1

<b>Online Sections</b>						
<b><u>Objective</u></b>	<b><u># of Students</u></b>	<b><u>Not Attempted</u></b>	<b><u>No Evidence (0-24% correct)</u></b>	<b><u>Novice (25-59% correct)</u></b>	<b><u>Competent (60-84% correct)</u></b>	<b><u>Mastery (85-100% correct)</u></b>
Calculate and journalize basic payroll transactions	44	11	2	7	20	4

**Course being reported:** ACCT 218 Payroll Accounting

<b>Hybrid Sections</b>	
Journal Entries	89%
General Ledger	77%
Payroll Register & Employee's Earnings Record	86%

<b>Hybrid Sections</b>						
<u>Objective</u>	<u># of Students</u>	<u>Not Attempted</u>	<u>No Evidence (0-24% correct)</u>	<u>Novice (25-59% correct)</u>	<u>Competent (60-84% correct)</u>	<u>Mastery (85-100% correct)</u>
<b>Journal Entries</b>	13	2	1	1	1	8
<b>General Ledger</b>	13	2	1	2	0	8
<b>Payroll Register &amp; Employee's Earnings Record</b>	13	2	1	2	1	7

**Course being reported: ACCT 296 Certified Bookkeeper Review**

<b>Hybrid Sections</b>	
Employees V. Nonemployees	91.93%
Federal and State Wage-Hour Law	85.19%
Paying Employees Under Federal Law	89.58%
Employment Records and Payroll Recordkeeping	80.41%
Employee Data: Form W-4 and State Withholding Allowance Certificates	81.48%
How Employers Withhold and Deposit Federal Taxes	84.62%
Federal Employment Reporting Forms and Due Dates	96.64%
When Wages Become Taxable	80.95%
Other Reporting Rules	94.64%
Payroll Entries	86.36%

<b>Hybrid Sections</b>						
<u>Objective</u>	<u># of Students</u>	<u>Not Attempted</u>	<u>No Evidence (0-24% correct)</u>	<u>Novice (25-59% correct)</u>	<u>Competent (60-84% correct)</u>	<u>Mastery (85-100% correct)</u>
Employees V. Nonemployees	8	0	0	0	2	6
Federal and State Wage-Hour Law	8	0	0	0	3	5
Paying Employees Under Federal Law	8	0	0	0	2	6
Employment Records and Payroll Recordkeeping	8	0	0	1	3	4
Employee Data: Form W-4 and State Withholding Allowance Certificates	8	1	0	0	4	3
How Employers Withhold and Deposit Federal Taxes	8	1	0	0	4	3
Federal Employment Reporting Forms and Due Dates	8	1	0	0	0	7
When Wages Become Taxable	8	1	0	0	4	3
Other Reporting Rules	8	1	0	0	1	6
Payroll Entries	8	1	0	0	3	4

## Summary of Results

This report presents program level student learning outcome results for the AAS in Accounting Technology. The data and information has been collected and analyzed from the Fall 2016 and Spring 2017 semesters. Data has been collected from ACCT 211 Principles of Accounting I, ACCT 212 Principles of Accounting II, ACCT 218 Payroll Accounting, ACCT 219 Accounting Management Software, ACCT 227 Financial Analysis and Budgeting, ACCT 237 Income Tax Accounting and ACCT 296 Certified Bookkeeper Review.

Changes have been made in several of the courses, based on previous years' program level student learning outcome reports. In the reports from 2014-2015 and 2015-2016 there was a significant difference in performance between the principles level courses (ACCT 211 and ACCT 212) and the advanced accounting classes (ACCT 219, ACCT 227 and ACCT 296 especially) and between the face-to-face and online modalities. The difference in performance between the principles courses and the advanced accounting classes resulted primarily because the homework grader in the principles courses was set to allow students multiple attempts at working the same assignment while students were allowed just one attempt at assignments in the advanced courses. Adjustments have been made in the principles courses so that students are allowed one attempt at each assignment, just like the advanced accounting classes. When comparing results from ACCT 211 and ACCT 212 against the previous year, there wasn't a significant difference in performance. However, the gap between the principles courses and the advanced courses is less this year.

## **Summary of Analysis**

Students tend to achieve in 70 to 80 percent range on most outcomes. Performance and participation was better for outcomes measured earlier in the courses while both were lower for outcomes measured late in the course.

Students had higher averages in ACCT 237 Income Tax Accounting than in most of the other courses. It was determined that the homework grader for this course is set to allow multiple attempts on assignments. In looking at the results, multiple students scored 0% on the first attempt and 100% on the second attempt, which leads one to believe the homework grader may provide the solutions in the feedback. If so, this needs to be adjusted to allow only one attempt for each assignment.



**Are there any anomalies in the results that were noticed?**

The results from ACCT 218 Payroll Accounting look lower than the majority of the other courses. This is explained by all of the outcomes being measured by activities near the end of the course. The outcomes measured from this course need to be collected from throughout the course instead of just near the end. This change will be made in the Fall 2018 semester.

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

Changes will be made to ACCT 237 Income Tax Accounting and ACCT 218 Payroll Accounting for the Fall 2018 semester. In addition, a textbook change is being considered for the principles courses. The homework grader for the principles courses presents the problems a piece at a time instead of the whole problem at once. Students tend to miss the big picture because of this and do not understand the interrelatedness of the accounting activities they are learning. The advanced accounting courses all present whole problems at once and students initially struggle in these courses.

**Were there any patterns in the data observed?**

Students performed better on items viewed as ordinary homework throughout the semester than on items viewed as a culminating project toward the end of the semester. Students also performed better on items that were automatically graded (by a homework grader) as opposed to items that are instructor graded.

## **Use of Results for Improvement**

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

The principles courses are the only courses that have multiple sections offered and in multiple modalities. In attempts to improve performance in the online and ITV sections, solutions to the problems worked as examples in the face-to-face sections have been made available to all students in ACCT 211 and ACCT 212. Beginning in Fall 2017, ITV lectures will be recorded and made available to ACCT 211 and ACCT 212 students. As a result of these changes, results from all three modalities (face-to-face, ITV and online) should look similar in ACCT 211 and ACCT 212.

A textbook change is under consideration for the principles courses, as mentioned previously. ACCT 219 Accounting Management Software will have a new textbook for Spring 2018 that has an automatic homework grader reducing the number of instructor-graded activities. Students will receive feedback earlier and there won't be activities that are a continuation of previous assignments. Students have complained in the past that they made a mistake in a previous activity and it ends up carrying through to future assignments, resulting in lower grades on multiple assignments. ACCT 218 Payroll Accounting is a fall-only course. It will have new activities identified for assessment with the Fall 2018 semester.

**What is the proposed timeline for the changes outlined above?**

These changes will be made beginning with the Fall 2017 semester and continuing into the Fall 2018 semester.

# Three Rivers College

THE COMMUNITY COLLEGE OF SOUTHEAST MISSOURI

## Agriculture Systems AAS Program Level SLO Report

\* The Agriculture Systems Program began with a new program manager in 2017. In lieu of the 2016-2017 report, the manager will begin evaluation of strengths, challenges, and opportunities within the current curriculum. Upon completion of this evaluation, an assessment plan will be implemented and reporting of this program will continue.

# **Three Rivers College**

THE COMMUNITY COLLEGE OF SOUTHEAST MISSOURI

**Business Management AAS  
Program Level SLO Report  
Dr. Martha Kirkman – Program Manager  
September 2017**

**2016-2017**

### **Program Purpose Statement**

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

### **Program Outcomes**

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

# Business Management Course Mapping

Course Student Learning Outcomes (Program Outcome Ties in Parenthesis)

## ACCT 216 Business Accounting

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

## ACCT 219 Accounting Management Software

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

## ACCT 227 Financial Analysis and Budgeting

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

## **BMGT 105 Career Management**

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

## **BMGT 107 Hospitality and Tourism**

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

## **BMGT 108 - Human Resource Management**

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

## **BMGT 215 Supervisory Development**

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

### **BMGT 235 Customer Service**

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

### **BMGT 239 Entrepreneurship**

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

### **BUAD 120 Introduction to Business**

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

### **BUAD 221 Fundamentals of Management**

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



## **MKTG 115 Principles of Marketing**

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

## **MKTG 118 Retail Merchandising**

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

## **MKTG 119 Advertising**

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

## **MKTG 128 Professional Selling**

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

## **MKTG 297 Internship**

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

## **SCOM 125 Communication in the Workplace**

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

## Program Outcome #1

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

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
MKTG 115	Principles of Marketing	1	8	Sections : 1 Students : 8	Sections : 0 Students : 0	Sections : 0 Students : 0	FT: 1  PT: 0	Yes

Course being reported: MKTG 115-001 Principles of Marketing

Face to Face Sections	
Research assigned decade.	24.13
Identify trends, fads, and customs relating.	23.88
Relate information to customer buying preferences based on customer experiences.	23.88
Correct format, correct usage of grammar and spelling.	22.5
Prepare PowerPoint Presentation.	25

\* The average score is out of 25.

Criteria for PLO #1	No Evidence	Novice	Competent	Mastery
Research assigned decade.	0	0	1	7
Identify trends, fads, and customs relating.	0	0	1	7
Relate information to customer buying preferences based on customer experiences.	0	0	1	7
Correct format, correct usage of grammar and spelling.	0	1	2	5
Prepare PowerPoint Presentation.	0	0	0	8

## Program Outcome #1 Rubric

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

## Program Outcome #2

Demonstrate effective oral, written and persuasive business communication.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
SCOM 125	Communication in the Workplace	2	40	Sections : 2 Students : 40	Sections : 0 Students : 0	Sections: 0 Students: 0	FT: 1 PT: 0	Yes

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

Face to Face Sections				
Criteria	No Evidence	Novice	Competent	Mastery
Attention Step	0	0	71%	29%
Need Step	0	0	79%	21%
Satisfaction Step	0	25%	32%	43%
Visualization Step	0	25%	46%	29%
Action Step	0	0	71%	29%
Information Management	0	0	64%	36%
Delivery	0	39%	32%	29%

**Course being reported: SCOM 125 – 610 Communication in the Workplace**

Face to Face Sections				
Criteria	No Evidence	Novice	Competent	Mastery
Attention Step	0	0	42%	58%
Need Step	0	0	42%	58%
Satisfaction Step	0	0	42%	58%
Visualization Step	0	0	75%	25%
Action Step	0	0	75%	25%
Information Management	0	0	75%	25%
Delivery	0	25%	25%	50%

**Program Outcome #2 Rubric**  
**SCOM 125 Communication in the Workplace**

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

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

### Program Outcome #3

Summarize human relations and diversity in professional and business environments.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved ?
BMGT 108	Human Resource Management	1	37	Sections: 0 Students: 0	Sections: 1 Students: 16	Sections: 0 Students: 0	FT: 1 PT: 0	Yes

**Course being reported: BMGT 108 Human Resource Management**

Online Sections	
Read and summarize case study	16.31
Related Journal Articles	16.88
Identify problem/problems being addressed in case	19.43
Answer questions relating to case with justification	19.38
Format correctly	17.13

\* The average score is out of 20.

Criteria for PLO #3	No Evidence	Novice	Competent	Mastery
Read and summarize case study	11	2	3	21
Related Journal Articles	2	5	7	23
Identify problem/problems being addressed in case	0	0	7	30
Answer questions relating to case with justification	0	0	7	30
Format correctly	0	2	7	28



### Program Outcome #3 Rubric

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

### Program Outcome #4

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

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved ?
BUAD 120	Introduction to Business	1	46	Sections : 1 Students : 46	Sections : 0 Students : 0	Sections : 0 Students : 0	FT: 1  PT: 0	Yes

Course being reported: BUAD 120 Introduction to Business

Online Sections	
Identifies dilemma	19.56
Identifies stakeholders in the decision	16.48
Able to make decision	18.32
Identify lessons learned	14.91
Grammar, spelling, punctuation, at least 4 journal articles, MLA format	17.10

\*The average score is out of 20.

Criteria for PLO #4	No Evidence	Novice	Competent	Mastery
Identifies dilemma	1	1	2	42
Identifies stakeholders in the decision	12	6	4	23
Able to make a decision	3	7	4	31
Identify lessons learned	13	6	3	24
Grammar, spelling, punctuation, at least 4 journal articles, MLA format	7	7	9	26

## Program Outcome #4 Rubric

<b>Knowledge, Skill, Behavior, Attitude</b>	<b>No Evidence 0-12 points</b>	<b>Novice 13-15 points</b>	<b>Competent 16-17 points</b>	<b>Mastery 18-20 points</b>
Identifies Dilemma	Does not identify the dilemma	Has a vague idea of what the dilemma is but is uncertain what must be decided	Identifies the dilemma, including pertinent facts, but only superficially discusses what must be decided	Describes the dilemma in detail having gathered pertinent facts. Ascertains exactly what must be decided
Identifies stakeholders in the decision	Does not identify stakeholders	Is unsure as to who should be involved in the decision-making process	Determines who should be involved in the decision making process, but does not discuss their viewpoints.	Determines who should be involved in the decision making process and thoroughly reflects on the viewpoints of all involved.
Able to make a decision	Does not make a clear decision	Has difficulty identifying an appropriate course of action from among alternatives.	Makes a decision but neglects to formulate a plan that outlines the execution of the decision	Makes a decision and formulates a plan that is a thoughtful reflection on the benefits and risks of action
Identify lessons learned	No lessons identified	No connection of reflection to the lessons	Connects reflection to the case to identify some lessons on ethics	Connects reflection to the case to clearly identify several relevant lessons on ethics
Grammar, Spelling, Punctuation, at least four journal articles, MLA format	Contains many errors and does not include 4 articles	Contains either many errors or a few important errors that block the reader's understanding and ability to see connections between thoughts and only includes 1 or 2 articles.	Contains a few errors which may annoy or confuse the reader but does not impede understanding and includes 3 articles	Almost entirely free of grammatical, spelling and punctuation errors and includes all 4 articles

## Program Outcome #5

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

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
ACCT 227	Financial Analysis and Budgeting	1	15	Sections: 1 Students:	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 0	Yes

First course being reported: ACCT 227 Financial Analysis and Budgeting

Face to Face (Hybrid) Sections (First Project)	
Correctly identify numbers for ratios	35.5
Perform calculations	49
Analyze evidence	47
Formulate judgments and solutions	44.5
Use technology to present results	47

\* The average score is out of 50.

Levels of Achievement for First Project				
Criteria	No Evidence (0-29 points)	Novice (30-34 points)	Competent (35-44 points)	Mastery (45-50 points)
Correctly Identify Numbers for ratios	0	8	3	4
Perform Calculations	0	0	0	15
Analyze Evidence	0	0	0	15
Formulate Judgments & Solutions	0	0	3	12
Use Technology to Present Results	0	0	2	13

(Second Project)	
Enter formulas in an Excel budget	34

\*The average score is out of 50.

Levels of Achievement for Second Project				
Criteria	No Evidence	Novice (30-34 points)	Competent (35-44 points)	Mastery (45-50 points)

	(0-29 points)			
Enter formulas in an Excel budget	5	0	4	6

### Program Outcome #6

Analyze and interpret a business financial statement.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
ACCT 216	Business Accounting	Sections: 2 Students: 20	20	Sections: 0 Students: 0	Sections: 2 Students: 20	Sections: 0 Students: 0	FT: 0 PT: 1	Yes

First course being reported: ACCT 216 Business Accounting

#### Online Sections

Use financial statements and return on assets (ROA) to evaluate business performance	68.44%
Use the debt ratio to evaluate business performance	69.12%
Use the current ratio to evaluate business performance	73.21%
Use the gross profit percentage to evaluate business performance	54.17%
Use inventory turnover and days' sales in inventory to evaluate business performance	95.83%
Use the cash ratio to evaluate business performance	100%
Use free cash flow to evaluate business performance	66.68%
Explain how financial statements are used to analyze a business	100%
Perform a horizontal analysis of financial statements	80.36%
Perform a vertical analysis of financial statements	88.10%
Compute and evaluate the standard financial ratios	59.68%

## Summary of Results

This program focuses on developing managerial skills needed for positions in the fields of marketing and management. There are faculty from the Business Department as well as other departments on campus who teach the courses for this degree program so additional coordination is required in order to ensure the outcomes are aligned and appropriately assessed. This report is the program level student learning outcomes for the AAS in Business Management. The data and information has been collected and analyzed from the Spring 2017 and Fall 2016 semesters. Artifacts collected came from the following courses: MKTG115 Principles of Marketing; SCOM125 Communication in the Workplace; BMGT Human Resource Management; BUAD 120 Introduction to Business, ACCT 219 Accounting Management Software and ACCT272 Financial Analysis and Budgeting. Data has been aligned to the Business Management (AAS) course mapping plans and further to the individual rubrics used within each course where information was collected.

### **Outcome 1:**

Apply analytical and critical thinking skills with direct application to business environments. Students are required to complete a Decade Assignment where they are studying and analyzing an assigned decade. They research the time period, identify trends, fads and customs of that time period and then relate that information to customer buying preferences. There were 8 students who completed this assignment. For competency 1, 7 students achieved mastery and 1 achieved competent. For competency 2, 7 students achieved mastery and 1 achieved competent. For competency 3, 7 students achieved mastery and 1 achieved competent. For competency 4, 5 students achieved mastery, 2 achieved competent and 1 achieved novice. For competency 5, 8 students achieved mastery. Based on this data it appears that students' skills are at the mastery or competent level, which indicates that the appropriate skills are being taught in the class. For competency 4 there continues to be a need for additional assistance with student writing skills to ensure scores will improve.

### **Outcome 2:**

Demonstrate effective oral, written and persuasive business communication. Students are required to complete a sales presentation to the class where they sell a product to the class. There were two sections of SCOM 125 Communication in the Workplace that were

used to assess this outcome. There were 28 students who completed the assignment in one section and 12 students who completed the assignment in the other section. For section 1 Competency 1 71% of students achieved Competent and 29% of students achieved Mastery. For section 1 Competency 2 79% of students achieved Competent and 21% of students achieved Mastery. For section 1 Competency 3 25% of students achieved Novice, 32% of students achieved Competent and 43% of students achieved Mastery. For section 1 Competency 4 25% of students achieved Novice, 46% of students achieved Competent and 29% of students achieved Mastery. For section 1 Competency 5 71% of students achieved Competent and 29% of students achieved Mastery. For section 1 Competency 6 64% of students achieved Competent and 36% of students achieved Mastery. For section 1 Competency 7 39% of students achieved Novice, 32% of students achieved Competent and 29% of students achieved Mastery. For section 2 Competency 1 42% of students achieved Competent and 58% of students achieved Mastery. For section 2 Competency 2 42% of students achieved Competent and 58% of students achieved Mastery. For section 2 Competency 3 42% of students achieved Competent and 58% of students achieved Mastery. For section 2 Competency 4 75% of students achieved Competent and 25% of students achieved Mastery. For section 2 Competency 5 75% of students achieved Competent and 25% of students achieved Mastery. For section 2 Competency 6 75% of students achieved Competent and 25% of students achieved Mastery. For section 2 Competency 7 25% of students achieved Novice, 25% of students achieved Competent and 50% of students achieved Mastery. Based on this data it appears that students' skills are mostly at the mastery or competent level, which indicates that the appropriate skills are being taught in the class. There are three areas where some students only achieved the Novice level. Satisfaction, Visualization and Delivery were three areas in the assessment that could benefit from additional attention. The rubric for this assignment was changed from the 2015-2016 cycle to the 2016-2017 cycle so the scores cannot be compared since the rubrics are different. But this change was necessary because the former rubric did not adequately assess the learning outcome. For the upcoming assessment cycle we will now be able to accurately compare competency levels. The program manager will also meet with the faculty teaching the course to request raw data instead of percentages.

**Outcome 3:**

Summarize human relations and diversity in professional and business environments. Students are required to complete a case study where they are given a case that relates to human relations and diversity in business. They are to read the case and then provide a summary of the case where they will include concepts and theories they have learned in the class. In addition, they will locate two journal articles that also relate to the case and tie those articles into their summary. They are then given a series of questions about the case for which they will provide answers. There were 37 students who completed the assignment. For competency 1: 21 students achieved Mastery, 3 achieved Competent, 2 achieved Novice and 11 had No Evidence. For competency 2: 23 students achieved Mastery, 7 achieved Competent, 5 achieved Novice and 2 had No Evidence. For competency 3: 30 students achieved Mastery and 7 achieved Competent. For competency 4: 30 students achieved Mastery, 7 achieved Competent. For competency 5: 28 students achieved Mastery, 7 achieved Competent and 2 achieved Novice. Based on this data it appears that students' skills are at the mastery or competent level, which indicates that the appropriate skills are being taught in the class. When comparing 2015/2016 data with 2016/2017 data it is noted that average scores for competencies 1-3 all showed an increase, competency 4 showed a decrease in average score of .46 and there was a decrease of 1.49 in competency 5. Studying this data indicates that for the coming assessment cycle an emphasis needs to be placed on justification of student responses as well as a discussion on proper format of the case study. In addition, almost 30% of students scored No Evidence for competency 1. The significant reason for this is because they are failing to tie their summary together with concepts and theories from the text. There will be more of an emphasis placed on this skill for the coming assessment cycle. Overall the scores do show that on average the students are scoring in the Mastery and Competent range. For the upcoming assessment cycle I have edited the first criteria in the rubric to identify that they are being assessed on summarizing the information as well as applying the information.

**Outcome 4:**

Apply ethical and moral values to general business principles and practices. Students are required to complete an Ethics Assignment where they will research one event in the past



two years that has brought business ethics to national attention and then prepare a paper where they summarize the articles they found, identify the dilemma, discuss the main points, consider the stakeholders to determine who was involved or should be involved in the decision making process, determine what decision he/she would make if they were in the same situation, identify the lessons that were learned or could be learned by the dilemma that was studied. They are required to locate at least four journal articles and prepare a four-page paper. There were 46 students who completed this assignment. Out of a possible of 20 points, the average score of competency 1 was 19.56, competency 2 was 16.48, competency 3 was 18.32, competency 4 was 14.91 and competency 5 was 17.10. Based on this data it appears that students' skills are typically at the Mastery level however, there was over a 25% rate of students scoring No Evidence in competency 2 and 4. These competencies will require additional attention to ensure improvement is noted for the next assessment cycle. This learning outcome is currently being assessed in Introduction to Business which is an introductory course that students take the first semester of the program. Since the students have not had appropriate time in the program to master this outcome for future assessment cycles this outcome will be assessed in BMGT 215 Supervisory Development. This course is taken during the students' final semester in the program which will allow the students to have a more thorough understanding of the ethical and moral values that are associated with general business.

**Outcome 5:**

Demonstrate proper use technology and computer software applications as they apply to business management. There are 2 projects in ACCT 227 Financial Analysis and Budgeting that students are required to complete to assess this outcome. There is a financial statement analysis project and a budgeting activity. There were 15 students who completed the projects for ACCT 227 Financial Analysis and budgeting.

The first project completed in ACCT 227 Financial Analysis and Budgeting is the financial statement analysis project which has the students choose two companies in the same industry and calculate the same 15 key financial ratios for both companies. For the first project out of a possible 50 points, the average score of competency 1 was 35.5, competency 2 was 49, competency 3 was 47 and competency 4 was 44.5. Based on this

data it appears that the students' skills are typically at the Mastery level except for competency 1 which scored at the competent level.

The second project completed in ACCT 227 that assesses students' ability to use computer technology in solving business problems is a project requiring the preparation of a comprehensive budget for a manufacturing company using Excel. Students are given an Excel template file that has all the budget schedules completed for them excluding the actual numbers and formulas for each schedule. Students are instructed to insert formulas wherever possible in the Excel file instead of calculating all the numbers by hand and then keying the answer into Excel. For the second project out of a possible 50 points the average score of competency 1 was 47 and the average score for competency 2 was 34. Based on this data it appears that the students' skills are typically at the Mastery level for competency 1 but for competency 2 the average score is at the high end of the Novice level. Additional attention will need to be placed on entering formulas in an Excel budget for the next assessment cycle.

**Outcome 6:**

Analyze and interpret a business financial statement. ACCT 216 – Business Accounting uses multiple activities from MyAccountingLab to assess students' ability to analyze components of a financial statement. Individual chapter objectives 1.6, 2.5, 4.6, 5.6, 6.6, 7.6, 14.3, 15.1, 15.2, 15.3 and 15.4 were determined to relate directly to financial statement analysis, so results were compiled relating to those objectives. ACCT 227 – Financial Analysis and Budgeting uses the financial statement analysis project to assess students' ability to analyze a financial statement. Assignment instructions and an example of student work are shown with Outcome 5.

## Summary of Analysis

### Outcome 1

The ability to apply analytical and critical-thinking skills with direct application to business environments was assessed in MKTG 115 Principles of Marketing. The data from the 2015/2016 assessment cycle indicated that the students' skills are above the novice level but the instructor wanted to see an increase in scores. Based on 2015/2016 scores the instructor changed the method with which this assignment is presented and completed. The goal in doing this was to guide students in the right direction as they worked on their research. In the past the assignment was given in full at the beginning of the semester and students had the semester to work on it. This year the instructor broke the assignment into pieces and had due dates for the various pieces throughout the semester. This allowed the instructor to provide feedback to the students while they were working on the assignment and gave them the opportunity to adjust their projects as necessary. Because of this, the instructor was able to see areas that needed improvement along the way and was able to engage in additional discussions and provide additional assistance to the students to ensure they comprehended the material. Scores for the 2016/2017 assessment cycle show there was an increase in average scores in all areas except for competency 3. The instructor believes that competency 3 is not clear in expectations and will make adjustments to the rubric for better understanding.

### Outcome 2

Demonstrate effective oral, written and persuasive business communication was assessed in SCOM125 Communication in the Workplace. There was not a relationship between the rubric being used and the outcome being assessed in the previous assessment cycle. A new rubric was created that reflects the behaviors required to appropriately assess the outcome. It should also be noted that not all students who take the SCOM 125 Communication in the Workplace course are business management majors so there are some students in the sample who do not represent the business management program. In addition, the outcome itself was vague. A better description of the outcome being measured was created **Demonstrate effective oral, written and persuasive business communication.**

### Outcome 3

Recognize human relations and diversity in professional and business environments was assessed in BMGT 108 Human Resource Management. "Recognize" is difficult to assess so the SLIC committee recommended rewording the outcome to state: **Summarize human relations and diversity in professional and business environments.** Summarizing can more easily be assessed which will provide a better snapshot of student learning. For the upcoming assessment cycle I have edited the first criteria in the rubric to identify that they are being assessed on summarizing the information as well as applying the information.

#### **Outcome 4**

Apply ethical and moral values to general business principles and practices, was assessed in ECON211 Principles of Macroeconomics for the 2015/2016 assessment cycle. It was noted that there were multiple sections of this course offered but only one course was used to report the results. In addition, it was noted that there is no relationship between the artifact and the program level outcome. To better reflect the outcomes, a new artifact was created and assessed in BUAD 120 Introduction to Business. The new artifact has direct correlation to the outcome of applying ethical and moral values to general business principles and practices. Forty-six students were assessed with the majority of the students scoring either Mastery or Competent. There were, however, two competencies (identifies stakeholders in the decision and Identify lessons learned) that had over 25% of students who scored in the No Evidence range and there were students who also scored in the Novice range in all five competencies. The instructor will provide students with additional information/lessons/discussion on stakeholders and assist students with identifying lessons learned in the case. This will come from requiring students to submit rough drafts of their case studies so the instructor can identify areas of weakness in individual students and provide customized instructor for each student.

#### **Outcome 5**

Demonstrate proper use of technology and computer software applications as they apply to business management. The previous wording of outcome 5 was Use technology and computer software applications. This outcome was somewhat vague. The SLIC committee recommended revising the wording of the outcome. The reworded outcome was presented to the College Curriculum Committee and was approved as read above.

## **Outcome 6**

Analyze and interpret a business financial statement. According to the SLIC committee, this outcome was written in a vague or confusing manner so it has been revised for better clarity. The revised outcome now reads as it is stated above.

ACCT 216 Business Accounting was only offered online during the 2016-17 academic year. In efforts to improve retention and student learning, an ITV section is being offered during the FA17 semester, along with the web section. The ITV sessions are being recorded and then made available on YouTube where students can review the class sessions and pause the video anytime to take notes or work on the problems being worked on during the class. Recording the sessions allows the students to take notes during class also and not be as concerned with getting the assignments worked in MyAccountingLab. The instructor has also made the solutions to all the classwork questions available with the PowerPoints for the course. The rationale in doing this was that most of the classwork questions are worked with the instructor in face-to-face sections.

ACCT 227 Financial Analysis and Budgeting The financial statement analysis project has the students choose two companies in the same industry and calculate the same 15 key financial ratios for both companies. In previous semesters the students were then required a 2-3 page paper summarizing their ratio calculations and determining which company was performing better in five key areas. The project was revised for the SP17 semester in a couple of different ways. The first change was that students had to choose their two companies from those who have their financial statements available in the Securities and Exchange Commission EDGAR database. This limited the companies chosen to companies whose financial statements are presented in US dollars and are presented using US Generally Accepted Accounting Principles (GAAP), making the financial statements more comparable. The second change involved completing the project in steps instead of all at once. Students had to calculate all their ratios and submit them for grading first. Once the ratios were graded, the students then analyzed the ratios to determine which company was performing better and prepared a PowerPoint presentation summarizing their results. The overall conclusion is that the students are not that great at identifying numbers from the financial statements to use in the various ratio calculations,

but can make conclusions about which company has the better ratio and which company is the better investment and then present those conclusions in a PowerPoint.

It was determined that perhaps students would benefit from having this class in a face-to-face format and not as a web or hybrid format. For SP18, the class will be offered ITV, meeting for 50 minutes 3 times per week.

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

## **Additional Summary Notes**

### **Anomalies in the results that were noticed:**

For the SCOM125 Communication in the Workplace course it was reported that all students scored in the competent or mastery area except in one competency in one section but the other section had students who scored in the novice area in three sections. The question that arises from these results is does that mean one section received information/lessons that the other section did not receive?

### **Were changes needed to improve student learning?**

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

### **Patterns in the data observed:**

For the BUAD 120 Introduction to Business it was noted that this course is recommended to be taken in the first semester of the student's career, before business ethics has been focused on in the degree. Changing this outcome assessment to be assessed in the final semester of the students degree program will provide a better picture of the students competency in this outcome. This outcome will be assessed in BMGT 215 Supervisory Development.

For MKTG 115 Principles of Marketing, in the past the assignment was given in full at the beginning of the semester and students had the semester to work on it. This year the instructor broke the assignment into pieces and had due dates for the various pieces throughout the semester. This allowed the instructor to provide feedback to the students while they were working on the assignment and gave them the opportunity to adjust their projects as necessary. Because of this, the instructor was able to see areas that needed improvement along the way and was able to engage in additional discussions and provide additional assistance to the students to ensure they comprehended the material. Scores for the 2016/2017 assessment cycle show there was an increase in average scores in all areas except for competency 3. The instructor believes that competency 3 is not clear in expectations and will make adjustments to the rubric for better understanding.

For ACCT 227 Financial Analysis and Budgeting, in previous semesters the students were then required a 2-3 page paper summarizing their ratio calculations and determining which company was performing better in five key areas. The project was revised for the SP17

semester in a couple of different ways. The first change was that students had to choose their two companies from those who have their financial statements available in the Securities and Exchange Commission EDGAR database. This limited the companies chosen to companies whose financial statements are presented in US dollars and are presented using US Generally Accepted Accounting Principles (GAAP), making the financial statements more comparable. The second change involved completing the project in steps instead of all at once. Students had to calculate all their ratios and submit them for grading first. Once the ratios were graded, the students then analyzed the ratios to determine which company was performing better and prepared a PowerPoint presentation summarizing their results. The overall conclusion is that the students are not that great at identifying numbers from the financial statements to use in the various ratio calculations, but can make conclusions about which company has the better ratio and which company is the better investment and then present those conclusions in a PowerPoint. The assignment instructions and an example of student calculations are presented at the end of this section. The highlighted portions of the assignment instructions indicate parts that have been changed from previous sections of the course. For ACCT 219 Accounting Software Management the lack of mastery of the QuickBooks software is somewhat expected. The software has a lot of features and a one-semester course can only briefly introduce the software. The textbook tends to present activities by looking at how they affect cash flows, which is a different perspective than other accounting courses, so the students have two learning hurdles to overcome – looking at the accounting in a different way as well as learning to use the software. Student projects had to be graded manually, so students did not get immediate feedback when they were doing something wrong and may carry forward a wrong pattern or behavior for several chapters. Because of some of these problems and frustrations with the course, we will be switching textbooks for the SP18 semester to a text that has a homework grader with it with hopes that more immediate feedback and more opportunities for practice will improve student mastery of the QuickBooks software. We also used enhancement grant funds to purchase a site license for the QuickBooks software so the software can be put on the computers in the Tutoring and Learning Center and on instructors' computers. This should enable the students to get more help with the software.



For ACCT 216 Business Accounting, this course was only offered online during the 2016-17 academic year. In efforts to improve retention and student learning, an ITV section is being offered during the FA17 semester, along with the web section. The ITV sessions are being recorded and then made available on YouTube where students can review the class sessions and pause the video anytime to take notes or work on the problems being worked on during the class. Recording the sessions allows the students to take notes during class also and not be as concerned with getting the assignments worked in MyAccountingLab. The instructor has also made the solutions to all the classwork questions available with the PowerPoints for the course. The rationale in doing this was that most of the classwork questions are worked with the instructor in face-to-face sections.

## Use of Results for Improvement

Based on the findings in this report, discussions with the SLIC review board have been made to make changes to the program so that the activities and rubrics better align with the program outcomes.

Rubrics will be revised, artifacts will be studied, importance of student outcomes emphasized to students. It is expected that by making these changes we will see an increase in the percentage of students who move away from the No Evidence and Novice levels to the Competent and Mastery levels.

To improve student learning the BMGT 108 course was prepped for internal review for the Fall 2016 semester and MKTG 118 Retail Merchandising was prepped for internal review for Spring 2017. Focusing on the QM standards greatly improves learning because it helps to ensure the coursework aligns with the course objectives as well as the program objective.

BMGT 107 Hospitality and Tourism changed course SLOs to align better with the new 7th ed. text. This course is being redesigned to meet online QM standards and will go through the Quality Matters Self-Review.

BMGT 239 Entrepreneurship a change to the course textbook for updated material was made. This course is being redesigned to meet online QM standards and will be going through a Quality Matters Self-Review.

BUAD 221 Fundamentals of Management a change in the BUAD 221 course SLOs will align better with the new text. This course is being redesigned to meet online QM standards and will be going through a Quality Matters Self-Review.

MKTG 297 Internship the change in contact hours from 225 to 180 will clarify the ratio for college policy. It is a 4-1 ratio with 180 complete contact hours.

MKTG 118 Retail Merchandising changing the text book from the 7th edition of Retailing by Dunn, Lusch and Carver to the 8th edition of Retailing by Dunn, Lusch and Carver. This course is currently going through redesign. The updated textbook will provide students with more accurate and timely information. Some of the statistics and case studies presented in the older text are outdated and use information that is not as current as the new edition. This change will improve student learning by providing a logical flow of course material that coincides with the course redesign on BlackBoard.

MKTG 119 Advertising changing the current rental text book to a different rental text book. The old text book was an advanced advertising book that was difficult and geared toward higher level college/masters students. The new text book is an advertising fundamentals book that will focus on current trends in advertising and provide a basic foundation of advertising fundamentals.

### **Identified Action Items to Improve Student Learning**

- Evaluation and adjustments Rubrics
- Review of MKTG 118 Retail Merchandising in spring 2017
- Focus on the Q M Standards to ensure coursework alignment.
- Change in which course outcome 4 is assessed.
- Change modality of ACCT 227 to a face-to-face course.

# **Three Rivers College**

THE COMMUNITY COLLEGE OF SOUTHEAST MISSOURI

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

**2016-2017**

### **Program Purpose Statement**

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

### **Program Outcomes**

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

# Criminal Justice Course Mapping

Course Student Learning Outcomes (Program Outcome Ties in Parenthesis)

## ADJU 100 Introduction to Law Enforcement

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

## ADJU 113 Criminal Law

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

## ADJU 114 Constitutional Law

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

### **ADJU 213 Court Procedures**

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

### **ADJU 223 Community Policing and Homeland Security\***

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

### **ADJU 233 Criminal Investigations\***

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

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

## Program Outcome Rubric

Verified by the following student assignment:

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

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



## Program Outcome #1

Differentiate Constitutional amendments.

Course Number	Course Name	Total Sections Utilized	Total Students scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involve	Were all sections of this course involved?
ADJU100	Introduction to Law Enforcement	3	39	Sections: 0 Students: 0	Sections: 3 Students: 39	Sections: 0 Students: 0	FT: 1 PT: 0	Yes
ADJU114	Constitutional Law	1	24	Sections: 1 Students: 24	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 0	Yes

**Course being reported: ADJU 100 Introduction to Law Enforcement**

Online Sections	
Identifying Constitutional Amendments	84.6%

**Course being reported: ADJU 114 Constitutional Law**

Face to Face Sections	
Identifying Constitutional Amendments	90.4%

## Program Outcome #2

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

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT Faculty Involved	Were all sections of this course involved?
ADJU100	Introduction to Law Enforcement	3	39	Sections: 0 Students: 0	Sections: 3 Students: 39	Sections: 0 Students: 0	FT: 1 PT: 0	Yes
ADJU114	Constitutional Law	1	24	Sections: 1 Students: 24	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 0	Yes

**Course being reported: ADJU 100 Introduction to Law Enforcement**

Online Sections	
Apply significant Supreme Court rulings	73.2%

**Course being reported: ADJU 114 Constitutional Law**

Face to Face Sections	
Apply significant Supreme Court rulings	85.2%

### Program Outcome #3

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

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT Faculty Involved	Were all sections of this course involved?
ADJU100	Introduction to Law Enforcement	3	39	Sections: 0 Students: 0	Sections: 3 Students: 39	Sections: 0 Students: 0	FT: 1  PT: 0	Yes
ADJU113	Criminal Law	2	20	Sections: 0 Students: 0	Sections: 2 Students: 20	Sections: 0 Students: 0	FT: 1  PT: 0	Yes
ADJU233	Criminal Investigation	1	13	Sections: 1 Students: 13	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1  PT: 0	Yes

**Course being reported: ADJU 100 Introduction to Law Enforcement**

Online Sections	
Identify a violation of Missouri law	50.4%

**Course being reported: ADJU 113 Criminal Law**

Online Sections	
Identify a violation of Missouri law	74.27%

**Course being reported: ADJU 233 Criminal Investigation**

Face to Face Sections	
Identify a violation of Missouri law	77.7%

### Program Outcome #4

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

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty involved	Were all sections of this course involved ?
ADJU100	Introduction to Law Enforcement	3	39	Sections: 0 Students: 0	Sections: 3 Students: 39	Sections: 0 Students: 0	FT: 1 PT: 0	Yes
ADJU213	Court Procedures	1	20	Sections: 1 Students: 20	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 0	Yes

Course being reported: ADJU 100 Introduction to Law Enforcement

Online Sections	
Identify legal terminology and procedures used within the criminal justice system.	72.7%

Course being reported: ADJU 213 Court Procedures

Face to Face Sections	
Identify legal terminology and procedures used within the criminal justice system.	93.2%

### Program Outcome #5

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

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty	Were all sections of this course involved
ADJU100	Introduction to Law Enforcement	3	39	Sections: 2 Students: 27	Sections: 3 Students: 39	Section 0 Student 0	FT: 1 PT: 0	Yes
ADJU223	Community Policing and Homeland Security	2	27	Sections: 2 Students: 27	Sections: 0 Students: 0	Section 0 Student 0	FT: 1 PT: 0	Yes

Course being reported: ADJU 100 Introduction to Law Enforcement

Online Sections	
Distinguish eras, theories, and events...	63.2%

Course being reported: ADJU 223 Community Policing and Homeland Security

Face to Face Sections	
Distinguish eras, theories, and events...	86.3%

## Summary of Results

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

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

<b>Timeframe</b>	<b>ADJU-100 Average Score</b>	<b>ADJU-114 Average Score</b>	<b>Percentage of Increase</b>
<b>2016-2017</b>	84.6%	90.4%	6.5%
<b>Past 3 years</b>	81.9%	92.8%	11.8%

SLO# 1 assesses the student's ability to differentiate Constitutional amendments. As the table above shows, there is not a significant increase from the ADJU-100 scores to the ADJU-114 scores. Based on how high the scores begin, no significant increase would be expected. This demonstrates that students who enter the program already have the ability to differentiate Constitutional amendments. After completing ADJU-114 Constitutional Law, the students' knowledge increases to over 90%, increasing that knowledge.

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

<b>Timeframe</b>	<b>ADJU-100 Average Score</b>	<b>ADJU-114 Average Score</b>	<b>Percentage of Increase</b>
<b>2016-2017</b>	73.2%	85.2%	14.1%
<b>Past 3 years</b>	72.8%	84.7%	14.1%

SLO#2 assesses the student's ability to recognize the impact that significant Supreme Court rulings have on law enforcement. As the table above shows, there was a 14.1% increase upon completing the ADJU-114 compared to the ADJU-100 scores. Interestingly, the 2016-2017 percentage of increase was identical to the past 3 year's average increase. This demonstrates a consistent pattern of improvement. The results show that the higher level course increases student knowledge of this learning outcome.

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

<b>Timeframe</b>	<b>ADJU-100 Average Score</b>	<b>ADJU-113 Average Score</b>	<b>Percentage of Increase</b>	<b>ADJU-233 Average Score</b>	<b>Percentage of Increase</b>
<b>2016-2017</b>	50.4%	74.27%	32.2%	77.7%	35.2%
<b>Past 3 years</b>	56.1%	75.5%	25.7%	79.3%	29.3%

SLO# 3 assesses the student's ability to identify a violation of Missouri law based on a description of an action. It is expected that students will have very little knowledge of specific criminal statutes and elements of crimes upon entering the program. It is the most difficult learning outcome. The goal is to significantly increase this knowledge. During the 2016-2017 reporting year, scores increased a dramatic 32.2% (ADJU-113) and 35.2% (ADJU-233). There has been a 25.7% (ADJU-113) and 29.3% (ADJU-233) increase of knowledge over the past 3 years. Students typically take ADJU-113 before ADJU-233 which most likely accounts for the increase of ADJU-233 scores over the ADJU-113 scores. An increased level of knowledge is clearly demonstrated after the completion of either high level course.

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

<b>Timeframe</b>	<b>ADJU-100 Average Score</b>	<b>ADJU-213 Average Score</b>	<b>Percentage of Increase</b>
<b>2016-2017</b>	72.7%	93.2%	22.0%
<b>Past 3 years</b>	78.2%	93.1%	16.1%

SLO# 4 assesses the student's ability to identify legal terminology and procedures within the criminal justice system. Students enter the program with a moderate amount of knowledge in this area (72.7% for this reporting year and 78.2% over the past 3 years). There was a significant amount of increased knowledge shown after completing ADJU-213 Court Procedures. There was a 22% increase over the past year and a 16.1% increase over the past 3 years.

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

<b>Timeframe</b>	<b>ADJU-100 Average Score</b>	<b>ADJU-223 Average Score</b>	<b>Percentage of Increase</b>
<b>2016-2017</b>	63.2%	86.3%	24.8%
<b>Past 3 years</b>	56.7%	86.1%	34.2%

SLO# 5 assesses the student's ability to distinguish philosophical eras, sociological theories, and significant historic events impacting law enforcement. During the past year, students entered the program at 63.2%, more than the 56.7% average over the past 3 years. After completing ADJU-223, the score increased 24.8% over the past year and 34.2% over the past 3 years. This demonstrates a significant increase in knowledge after completion of the higher level course.

**Program Outcome 1:**

The ADJU-100 score represents the average knowledge level of students entering the program. That score is compared to the score after completing a course directly related to the learning outcome.



### Differentiate Constitutional amendments.

Term	# of Students	Modality	ADJU 100 Scores	ADJU 114 Scores
Fall 2014	34	ITV	78.2%	-
Spring 2015	18	Face to Face	62.4%	-
Spring 2015	26	Face to Face	-	93.4%
Summer 2015	2	Web	85%	-
Fall 2015	16	Web	95%	-
Fall 2015	21	Web	-	94.2%
Spring 2016	24	ITV	89.4%	-
Spring 2016	14	Face to Face	-	93.2%
Summer 2016	1	Web	60%	-
Fall 2016	21	Web	88.6%	-
Fall 2016	24	ITV	-	90.4%
Spring 2017	17	Web	78.8%	-
Summer 2017	1	Web	100%	-
<b>AVERAGE</b>			81.9%	92.8%

#### Modality Comparison

The following table compares the average score for SLO #1 by modality. During the past 3 years, face-to-face, ITV, and web sections have been offered for both ADJU-100 and ADJU-114.

	ADJU-100 (# of courses)	ADJU-114 (# of courses)
<b>Face-to-Face</b>	62.4% (1)	93.3% (2)
<b>ITV</b>	83.8% (2)	90.4% (1)
<b>Web</b>	84.5% (6)	94.2% (1)

**Program Outcome 2:**

The ADJU-100 score represents the average knowledge level of students entering the program. That score is compared to the score after completing a course directly related to the learning outcome.

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

Term	# of Students	Modality	ADJU 100 Scores	ADJU 114 Scores
Fall 2014	34	ITV	82.5%	-
Spring 2015	18	Face to Face	68.9%	-
Spring 2015	26	Face to Face	-	92.8%
Summer 2015	2	Web	80%	-
Fall 2015	16	Web	77.5%	-
Fall 2015	21	Web	-	68.5%
Spring 2016	24	ITV	86.2%	-
Spring 2016	14	Face to Face	-	92.5%
Summer 2016	1	Web	80%	-
Fall 2016	21	Web	66.1%	-
Fall 2016	24	ITV	-	85.2%
Spring 2017	17	Web	84.7%	-
Summer 2017	1	Web	30%	-
<b>AVERAGE</b>			72.8%	84.7%(w/ WEB)
				90.1%(w/o WEB)

### Modality Comparison

The following table compares the average score for SLO #2 by modality. During the past 3 years, face-to-face, ITV, and web sections have been offered for both ADJU-100 and ADJU-114.

	<b>ADJU-100 (# of courses)</b>	<b>ADJU-114 (# of courses)</b>
<b>Face-to-Face</b>	68.9% (1)	92.6% (2)
<b>ITV</b>	84.3% (2)	85.2% (1)
<b>Web</b>	70.1% (6)	68.5% (1)

### Program Outcome 3:

The ADJU-100 score represents the average knowledge level of students entering the program. That score is compared to the score after completing a course directly related to the learning outcome.

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

<b>Term</b>	<b># of Students</b>	<b>Modality</b>	<b>ADJU 100 Scores</b>	<b>ADJU 113 Scores</b>	<b>ADJU 233 Scores</b>
Fall 2014	34	ITV	38.2%	-	
Fall 2014	36	ITV	-	78.3%	-
Fall 2014	38	ITV	-	-	81.7%
Spring 2015	18	Face to Face	48.7%	-	-
Summer 2015	7	Web	-	77.1%	-
Summer 2015	2	Web	70%	-	-
Fall 2015	33	ITV	-	80.3%	-
Fall 2015	16	Web	40%	-	-
Spring 2016	24	ITV	48.3%	-	-
Spring 2016	24	ITV	-	-	78.5%
Summer 2016	1	Web	70%	-	-
Summer 2016	3	Web	-	78.3%	-
Fall 2016	21	Web	52.3%	-	-
Fall 2016	16	Web	-	76.9%	-
Spring 2017	13	Face to Face	-	-	77.7%
Spring 2017	17	Web	57.6%	-	-
Summer 2017	4	Web	-	63.7%	-
Summer 2017	1	Web	80%	-	-
<b>AVERAGE</b>			56.1%	75.7%	79.3%

### Modality Comparison

The following table compares the average score for SLO #3 by modality. During the past 3 years, face-to-face, ITV, and web sections have been offered for ADJU-100. During that same time, ITV and web sections were offered for ADJU-113 and Face-to-Face and ITV sections were offered for ADJU-233.

	<b>ADJU-100 (# of courses)</b>	<b>ADJU-113 (# of courses)</b>	<b>ADJU-233 (# of courses)</b>
<b>Face-to-Face</b>	48.7% (1)	N/A (0)	77.7% (1)
<b>ITV</b>	43.2% (2)	79.3% (2)	80.1% (2)
<b>Web</b>	61.6% (6)	74.0% (4)	N/A (0)

### Program Outcome 4:

The ADJU-100 score represents the average knowledge level of students entering the program. That score is compared to the score after completing a course directly related to the learning outcome.

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

<b>Term</b>	<b># of Students</b>	<b>Modality</b>	<b>ADJU 100 Scores</b>	<b>ADJU 213 Scores</b>
Fall 2014	34	ITV	74.5%	-
Fall 2014	8	ITV	-	90.6%
Fall 2014	27	Web	-	90%
Spring 2015	18	Face to Face	72.9%	-
Summer 2015	2	Web	90%	-
Fall 2015	31	ITV	-	94.5%
Fall 2015	16	Web	84.3%	-
Spring 2016	24	ITV	74.6%	-
Spring 2016	20	Web	-	97.5%
Summer 2016	1	Web	100%	-
Fall 2016	21	Web	72.3%	-
Spring 2017	20	ITV	-	93.2%
Spring 2017	17	Web	74.1%	-
Summer 2017	1	Web	60%	-
<b>AVERAGE</b>			<b>78.2%</b>	<b>93.1%</b>

**Modality Comparison**

The following table compares the average score for SLO #4 by modality. During the past 3 years, face-to-face, ITV, and web sections have been offered for ADJU-100 and ITV and web sections have been offered for ADJU-213.

	<b>ADJU-100 (# of courses)</b>	<b>ADJU-213 (# of courses)</b>
<b>Face-to-Face</b>	72.9% (1)	N/A (0)
<b>ITV</b>	74.6% (2)	92.7% (3)
<b>Web</b>	80.1% (6)	93.7% (2)

**Program Outcome 5:**

The ADJU-100 score represents the average knowledge level of students entering the program. That score is compared to the score after completing a course directly related to the learning outcome.

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

Term	# of Students	Modality	ADJU 100 Scores	ADJU 223 Scores
Fall 2014	34	ITV	58.7%	-
Spring 2015	18	Face to Face	69.1%	-
Summer 2015	2	Web	80%	-
Fall 2015	28	ITV	-	84.6%
Fall 2015	16	Web	54.4%	-
Spring 2016	24	ITV	66.6%	-
Summer 2016	1	Web	20%	-
Fall 2016	21	Web	43.3%	-
Fall 2016	11	Face to Face	-	90.4%
Spring 2017	16	ITV	-	83.5%
Spring 2017	17	Web	78.2%	
Summer 2017	1	Web	40%	
<b>AVERAGE</b>			56.7%	86.1%

**Modality Comparison**

The following table compares the average score for SLO #5 by modality. During the past 3 years, face-to-face and ITV sections have been offered for both ADJU-100 and ADJU-223. There were no web sections of ADJU-223.

	ADJU-100 (# of students)	ADJU-223 (# of students)
<b>Face-to-Face</b>	69.1% (1)	90.4% (1)
<b>ITV</b>	62.6% (2)	84.0% (2)
<b>Web</b>	52.6% (6)	N/A (0)

## **Summary of Analysis**

The results confirm that student learning improves as a result of prolonged exposure to specific content related to each student learning outcome.

## **Additional Summary Notes**

### **Anomalies in the results that were noticed:**

There were two anomalies noted within this reporting year which concerned the average score decreasing upon completion of the higher level course. Both concerned the summer 2017 web section of ADJU-100. There was only one student in that section. That student scored a 100% for SLO #1 and an 80% for SLO #3, both higher than the average score of the higher level course. With only a single student assessed, this result is an anomaly.

### **Were changes needed to improve student learning?**

No changes will be made at this time. Results demonstrate significant improvement in scores once the student has been exposed to more subject related content in the higher level courses. Any significant changes made at this time would eliminate the ability to compare these assessments over time. Results verify improvements in learning, therefore there is no immediate need to change course presentation or content.

Modality changes will not be made at this time due to a lack of data. Most of the higher level courses have only been offered one or twice within a given modality. No reliable pattern can be determined based on this small sample size. Modality will be more closely examined in the future when there are more courses within the sample population.

### **Patterns in the data observed:**

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

At this point, there have been consistent results when comparing the 2016-2017 results to the previous 3 year average. In particular, the increase in ADJU-114 scores for SLO #2 was 14.1% higher than ADJU-100 in this reporting year, which is the exact same for the 3 year average increase. Future data will be used to determine if these patterns continue.

As previously mentioned, modality patterns cannot be determined due to the lack of sample courses. It is planned to vary the modality of each course in future semesters. This will allow for a more reliable modality comparison.



## **Use of Results for Improvement**

No changes will be made at this time. There is only three years of data. There have also been small class sizes and few variations of modality. There is no indication of negative impact, so there is no immediate need to alter course presentation. Any changes made at this time would only harm the ability to determine patterns long term.

# **Three Rivers College**

THE COMMUNITY COLLEGE OF SOUTHEAST MISSOURI

**Early Childhood Development AAS  
Program Level SLO Report  
Heather Cornman – Program Manager**

**2016-2017**

## **Program Purpose Statement**

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

## **Program Outcomes**

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

# Early Childhood Development Course Mapping

## ECD 126 Health, Safety, and Nutrition

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

## ECD 202 Survey of Early Childhood Development

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

## ECD 205 Preschool CDA

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Explain how to provide a safe environment and reduce injuries for children	1, 2
2	Demonstrate how to promote good health and nutrition.	1, 2
3	Arrange and construct a learning environment for children that is conducive to play and exploration.	1, 4
4	Organize activities and opportunities that encourage curiosity, exploration, and problem solving appropriate to the developmental level and learning styles of children.	1, 4, 5
5	Communicate actively with children and provide opportunities for children to learn verbal and nonverbal means of communicating.	1
6	Prepare activities that stimulate children to play with rhythm, sound, language, and space to express creativity and individual ideas.	1, 5
7	Meet physical and emotional security for each child and to promote independence.	1
8	Create an atmosphere in which children feel accepted and encourage feelings of empathy and mutual respect.	1, 3, 4

9	Arrange a supportive environment in which children can begin to learn to practice appropriate and acceptable behavior.	1, 4, 5
10	Create open, friendly and cooperative relationships with families.	2, 6
11	Employ resources that will have a well-run purposeful environment for children.	1, 4
12	Apply knowledge of early childhood theories and practices	1, 4

### **ECD 208 Infant/Toddler CDA**

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

### **ECD 235 Special Children**

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Recognize benefits of early intervention and intervention strategies.	1, 3
2	Compare characteristics of children with developmental or learning disorders to typically developing children.	1
3	Demonstrate how to plan an environment for inclusion of all children.	3, 5
4	Distinguish importance of parent-teacher partnerships for involvement of families with special needs children.	2

## **ECD 237 Early Childhood Development Lab**

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

## **ECD 245 Early Childhood Administration**

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

## **ECD 247 Early Childhood Curriculum**

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

## **ECD 295 Early Childhood Practicum I**

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

## **ECD 296 Early Childhood Practicum II**

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

## **ECD 298 Special Topics in Early Childhood**

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

## Program Outcome #1

### Promoting Child Development and Learning

Candidates know about, understand, and value the importance and complex characteristics of children’s families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children’s development and learning.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
ECD 247	Early Childhood Curriculum	1	9	Sections: 0 Students: 0	Sections: 1 Students: 9	Sections: 0 Students: 0	FT: 1 PT: 0	Yes *Fall only course

### Online Sections Key Elements

1. Recognize young children's characteristics and needs.	2.1
2. Illustrate multiple influences on young children's development and learning.	2.0
3. Create healthy, respectful, supportive, and challenging learning environments.	2.1

\*Scores are a weighted average with the breakdown in the above mentioned quartiles.

No Evidence = 0 - .75

Novice = .76 – 1.5

Competent = 1.6 – 2.25

Mastery = 2.26 – 3.0

Raw Scores: Outcome 1 (9 students)

Key Element	No Evidence	Novice	Competent	Mastery
1	0	2	4	3
2	0	2	5	2
3	0	2	4	3

Assessment:

ECD 247-Lesson Plan



## Program Outcome #1 Rubric

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

## Program Outcome #2

### Building Family and Community Relationships

Candidates know about, understand, and value the importance and complex characteristics of children’s families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children’s development and learning.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
ECD 235	Special Children	1	14	Sections: 0 Students: 0	Sections: 1 Students: 14	Sections: 0 Students: 0	FT: 1 PT: 0	Yes *Fall only course

#### Online Sections Key Elements

1. Identify diverse family and community characteristics.	1.7
2. Demonstrate how to support and engage families and communities through respectful, reciprocal relationships.	1.9
3. Discover how to engage and involve families and communities in their children’s development and learning.	1.8

No Evidence = 0 - .75

Novice = .76 – 1.5

Competent = 1.6 – 2.25

Mastery = 2.26 – 3.0

\*Scores are a weighted average with the breakdown in the above mentioned quartiles.

Raw Scores: Outcome 2 (14 students)

Key Element	No Evidence	Novice	Competent	Mastery
1	0	4	10	-
2	0	2	12	-
3	0	3	11	-

Assessments: ECD 235-Parent Involvement Discussion

## Program Outcome #2 Rubric

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

### Program Outcome #3

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

Candidates know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to support children’s development and learning.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
ECD 237	Early Childhood Development Lab	1	6	Sections: 1 Students: 11	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 0	Yes *Fall only course

Face to Face Section Key Elements	
1. Identify the goals, benefits, and uses of assessment.	2.5
2. Demonstrate skills in conducting observation, documentation, and other appropriate assessment tools and approaches.	2.0
3. Explain the responsibility of assessment to promote positive outcomes for each child.	1.6
4. Relate assessment partnerships with families and professional colleagues.	2.0

\*Scores are a weighted average with the breakdown in the above mentioned quartiles.

- No Evidence = 0 -.75
- Novice = .76 – 1.5
- Competent = 1.6 – 2.25
- Mastery = 2.26 – 3.0

Raw Scores: Outcome 3 (6 students)

Key Element	Novice	Competent	Mastery
1	1	5	-
2	5	1	-
3	4	2	-
4	2	4	-

Assessment: ECD 237-Written Child Observations

### Program Outcome #3 Rubric

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

### Program Outcome #4

Using developmentally effective approaches.

Candidates prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children’s ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Candidates know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child’s development and learning.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
ECD 295	Early Childhood Practicum I	1	5	Sections: 1 Students: 9	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 0	Yes *Spring only course
ECD 296	Early Childhood Practicum II	1	5	Sections: 1 Students: 9	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 0	Yes *Spring only course

Face to Face Sections	
Relate the use of positive relationship and supportive interactions with the importance of children’s success in learning.	2.2
Apply effective strategies and tools to influence development and learning of young children.	2.0
Use various learning formats of teaching/learning approaches to promote young children’s development.	2.0
Develop reflective, responsive, and intentional teaching practices to promote positive outcomes for each child.	2.0

\*Scores are a weighted average with the breakdown in the above mentioned quartiles.

No Evidence = 0 -.75

Novice = .76 – 1.5

Competent = 1.6 – 2.25

Mastery = 2.26 – 3.0

Raw Scores: Outcome 4 (5 students)

Key Element	No Evidence	Novice	Competent	Mastery
1	0	2	2	1
2	0	1	3	1
3	0	1	3	1
4	0	1	3	1

Assessments: ECD 295/296-Student Observation

## Program Outcome #4 Rubric

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



## Program Outcome #5

Using content knowledge to build meaningful curriculum

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

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

### Online Sections Key Elements

1. Apply content knowledge and resources in academic disciplines: language and literacy; the arts (music, creative movement, dance, drama, visual arts), mathematics, science, physical activity, physical education, health and safety, and social studies.	2.0-Competent
2. Identify the use of central concepts, inquiry tools, and structures of content areas or academic disciplines	1.9-Competent
3. Design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.	1.7-Competent

\*Scores are a weighted average with the breakdown in the above mentioned quartiles

No Evidence = 0 - .75

Novice = .76 – 1.5

Competent = 1.6 – 2.25

Mastery = 2.26 – 3.0

.Raw Scores: Outcome 5 (10 students)

Key Element	No Evidence	Novice	Competent	Mastery
1	0	2	6	2
2	0	3	5	2
3	0	5	3	2

Assessment: ECD 247-Activity Plan

## Program Outcome #5 Rubric

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

## Program Outcome #6

### Becoming a Professional

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

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
ECD 237	Early Childhood Development Lab	1	8	Sections: 1 Students: 8	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 0	Yes *Fall only course

#### Face to Face Sections Key Elements

1. Recognize the importance of identifying and involving oneself with the early childhood field.	1.9
2. Demonstrate ethical standards and other early childhood professional guidelines.	1.9
3. Participate in continuous, collaborative learning to inform practice; use technology effectively with young children, with peers, and as a professional resource.	2.1
4. Show evidence of integrating knowledgeable, reflective, and critical perspective on early education.	1.9
5. Illustrate informed advocacy for children and profession.	1.9

\*Scores are a weighted average with the breakdown in the above mentioned quartiles.

No Evidence = 0 - .75

Novice = .76 – 1.5

Competent = 1.6 – 2.25

Mastery = 2.26 – 3.0

Raw Scores: Outcome 6 (8 students)

Key Element	No Evidence	Novice	Competent	Mastery
1	0	2	5	1
2	0	2	5	1
3	0	0	7	1
4	0	2	5	1
5	0	2	5	1

Assessment: ECD 237-Program Observations

## Program Outcome #6 Rubric

Criteria	No Evidence	Novice	Competent	Mastery
<b>Recognize the importance of identifying and involving oneself with the early childhood field.</b>	Student does not recognize the importance of identifying and involving oneself with the early childhood field.	Student minimally recognizes the importance of identifying and involving oneself with the early childhood field.	Student appropriately recognizes the importance of identifying and involving oneself with the early childhood field.	Student exceptionally recognizes the importance of identifying and involving oneself with the early childhood field.
<b>Demonstrate ethical standards and other early childhood professional guidelines.</b>	Student does not demonstrate ethical standards and other early childhood professional guidelines.	Student minimally demonstrates ethical standards and other early childhood professional guidelines.	Student appropriately demonstrates ethical standards and other early childhood professional guidelines.	Student exceptionally demonstrates ethical standards and other early childhood professional guidelines.
<b>Participate in continuous, collaborative learning to inform practice; use technology effectively with young children, with peers, and as a professional resource.</b>	Student does not participate in continuous, collaborative learning to inform practice; use technology effectively with young children, with peers, and as a professional resource.	Student minimally participates in continuous, collaborative learning to inform practice; use technology effectively with young children, with peers, and as a professional resource.	Student appropriately participates in continuous, collaborative learning to inform practice; use technology effectively with young children, with peers, and as a professional resource.	Student exceptionally participates in continuous, collaborative learning to inform practice; use technology effectively with young children, with peers, and as a professional resource.
<b>Show evidence of integrating knowledgeable, reflective, and critical perspective on early education.</b>	Student does not show evidence of integrating knowledgeable, effective, and critical perspective on early education.	Student minimally shows evidence of integrating knowledgeable, effective, and critical perspective on early education.	Student appropriately shows evidence of integrating knowledgeable, effective, and critical perspective on early education.	Student exceptionally shows evidence of integrating knowledgeable, effective, and critical perspective on early education.
<b>Illustrate informed advocacy for children and profession.</b>	Student does not illustrate informed advocacy for children and profession	Student minimally illustrates informed advocacy for children and profession	Student Appropriately illustrates informed advocacy for children and profession	Student exceptionally illustrates informed advocacy for children and profession.

## Program Outcome #7

### Field Experiences

Field experiences and clinical practice are planned and sequenced so that candidates develop the knowledge, skills and professional dispositions necessary to promote the development and learning of young children across the entire developmental period of early childhood – in at least two of the three early childhood age groups (birth – age 3, 3 through 5, 5 through 8 years) and in the variety of settings that offer early education (early school grades, child care centers and homes, Head Start programs).

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
ECD 295	Early Childhood Practicum I	1	9	Sections: 1 Students: 9	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 0	Yes *Spring only course
ECD 296	Early Childhood Practicum II	1	9	Sections: 1 Students: 9	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 0	Yes *Spring only course

### Face to Face Sections Key Elements

1. Opportunities to observe and practice in at least two of the three early childhood age groups (birth–age 3, 3-5, 5-8)	1.6- Competent
2. Opportunities to observe and practice in at least two of the main types of early education settings (early school grades, child care centers and homes, Head Start programs)	1.6- Competent

\*Scores are a weighted average with the breakdown in the above mentioned quartiles

No Evidence = 0 - .75

Novice = .76 – 1.5

Competent = 1.6 – 2.25

Mastery = 2.26 – 3.0

Raw Scores: Outcome 7 (9 students)

Key Element	No Evidence	Novice	Competent	Mastery
1	0	4	5	0
2	0	4	5	0

Assessment: ECD 295/296-Field Experiences

## Program Outcome #7 Rubric

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

## Summary of Results

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

### Program Outcome #1-Promoting Child Development and Learning

This outcome was assessed with ECD 247-Early Childhood Curriculum. Students are required to develop a weekly lesson plan that includes learning objectives, learning areas along with materials and activities, multicultural/diverse inclusion activities or materials, and family engagement. Majority of students were competent in the areas of children's characteristics and needs, development and learning, and creating learning environments.

Raw Scores: Outcome 1 (9 students)

Key Element	No Evidence	Novice	Competent	Mastery
1	0	2 (22%)	4 (44%)	3 (33%)
2	0	2 (22%)	4 (44%)	3 (33%)
3	0	2 (22%)	4 (44%)	3 (33%)

### Program Outcome #2-Building Family and Community Relationships

Outcome was assessed with a Parent Involvement Discussion Board from ECD 235-Special Children. Students are asked to answer questions about the importance of parent involvement with children's development and learning. Majority of students scored competent in the areas of identifying diverse family and community characteristics, supporting family relationships and engaging families in their children's development and learning.

Raw Scores: Outcome 2 (14 students)

Key Element	No Evidence	Novice	Competent	Mastery
1	0	4 (29%)	10 (71%)	0
2	0	2 (14%)	12 (86%)	0
3	0	3 (21%)	11 (79%)	0

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

Outcome assessed with written observations of a child from their experience site for ECD 237-Early Childhood Development Lab. They completed an observation that covers physical and motor development, social and emotional development, expression of feelings, behaviors with other children intellectual development, impressions of child and their interaction with the environment and positive/negative interactions between child and teachers. Students scored competent in the areas of identifying benefits of assessment, conducting observation and documentation, and relating assessments with families and colleagues. With the area of promoting positive outcomes for children, 67% scored in the novice range.

Raw Scores: Outcome 3 (6 students)

Key Element	No Evidence	Novice	Competent	Mastery
1	0	1 (17%)	5 (83%)	0
2	0	5 (83%)	1 (17%)	0
3	0	4 (67%)	2 (33%)	0
4	0	2 (33%)	4 (67%)	0

### **Program Outcome #4-Using Developmentally Effective Approaches**

Assessed with on-site student observation working in an early childhood classroom through ECD 295/296-Infant/Toddler and Preschool Practicums. Students are required to complete 140 hours of field experience with children from the ages of 0-8. Most students scored competent in the areas of positive relationships and supportive interactions, applying effective strategies to influence learning, using various learning formats of teaching, and developing teaching practices to promote positive outcomes.

Raw Scores: Outcome 4 (5 students)

Key Element	No Evidence	Novice	Competent	Mastery
1	0	2 (40%)	2 (40%)	1 (25%)
2	0	1 (25%)	3 (60%)	1 (25%)
3	0	1 (25%)	3 (60%)	1 (25%)
4	0	1 (25%)	3 (60%)	1 (25%)



### **Program Outcome #5-Using content knowledge to build meaningful curriculum**

Assessed through ECD 247-Early Childhood Curriculum with activity plans that students develop. Students create and assess activities in the areas of literacy and language, math, science, sensory, art, social studies, and dramatic play. Students develop objectives, guidance, procedure and assessment/follow-up for the activity. Students scored in the competent area in regards to applying knowledge and resources for the various areas of learning. Fifty percent scored novice with the designing, implementation and evaluation of developmentally and challenging curriculum with each child.

Raw Scores: Outcome 5 (10 students)

Key Element	No Evidence	Novice	Competent	Mastery
1	0	2 (20%)	6 (60%)	2 (20%)
2	0	3 (30%)	5 (50%)	2 (20%)
3	0	5 (50%)	3 (30%)	2 (20%)

### **Program Outcome #6-Becoming a professional**

Assessed through program observations conducted by student at early childhood experience site for ECD 237-Early Childhood Development Lab. Students complete a program evaluation that covers environment, staff, parent relationships, cultural awareness, organization and administration, overall program. Majority of students scored in the competent range with recognizing importance of identifying as an early childhood professional, demonstrating ethical standards, showing evidence of integrating knowledge of early education, and illustrating advocacy.

Raw Scores: Outcome 6 (8 students)

Key Element	No Evidence	Novice	Competent	Mastery
1	0	2 (25%)	5 (63%)	1 (13%)
2	0	2 (25%)	5 (63%)	1 (13%)
3	0	0	7 (88%)	1 (13%)
4	0	2 (25%)	5 (63%)	1 (13%)
5	0	2 (25%)	5 (63%)	1 (13%)

**Program Outcome #7-Field Experiences Assessed with on-site observation of student working in an early childhood classroom through ECD 295/296-Infant/Toddler and Preschool Practicums. Students are required to complete 140 hours of field experience with children from the ages of 0-8. Forty-two percent of**

**students scored in the novice area due to not completing practicums in at least two of the three early childhood age groups and with two of the main types of early education settings.**

Raw Scores: Outcome 7 (9 students)

Key Element	No Evidence	Novice	Competent	Mastery
1	0	4 (44%)	5 (56%)	0
2	0	4 (44%)	5 (56%)	0

## **Summary of Analysis**

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

During the 2016-2017 time period, ECD students scored novice in 23 of the 24 key elements, competent in 23 out of 24 and mastery in 15 out of 24.

These scores demonstrate that there is a lot of room for improving student learning. The assessments need to be examined to see that they are covering the elements that are being assessed. These assessments may need to be updated with additional requirements and information.

It is evident that students need more opportunities to demonstrate and discover how to build family and community relationships. All three of those elements scored in the lower range of competent.

## **Additional Summary Notes**

### **Anomalies in the results that were noticed:**

None noted.

### **Were changes needed to improve student learning?**

Yes. Changes are addressed throughout.

### **Patterns in the data observed:**

Expectations are noted to students for the requirement of participating in a practicum that includes different age groups and settings. Students are not following through with the guidelines. This is believed to be happening due to a large amount of ECD students working full-time in an early childhood setting. They have a difficult time finding the time to be able to complete practicum hours with age groups that are outside of the age groups in their own classrooms.

Assessment of curriculum and learning activities needs to be addressed with students. The data showed that they are not performing strongly in this area.

Another area that was a challenge for students to demonstrate was in becoming a professional. There were 4 out of 5 areas that were in the novice range. This was looked

at through observations completed at their experience site. This standard needs to be addressed as to how these elements can be supported and documented.

## **Use of Results for Improvement**

### **Program Outcome #1-Promoting Child Development and Learning**

Continue having students develop a lesson plan that demonstrates their knowledge of child development and how children learn. Students need more practice creating measurable learning objectives for children.

### **Program Outcome #2-Building Family and Community Relationships**

Opportunities for working with families and communities need to be addressed. Assessments and experiences need to be integrated throughout the ECD courses to assist with meeting this outcome. Working with families is highlighted in each ECD course, yet there needs to be more hands-on or real experiences added.

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

Observing and assessing children is a very important aspect of early childhood. Students need to understand the importance of tracking the development and learning of their students. A course on child assessments would be of benefit to the students. Until that can be done, integrating more experience and information on the importance of assessment will be added to courses.

### **Program Outcome #4-Using Developmentally Effective Approaches**

Students need more experience using developmentally effective approaches. Documentation from students, instructor and site supervisors is needed. This documentation would include, lesson plans, observations of interactions with children, appropriate learning environments and learning activities created by student, and experience with assessing a child's development. More communication between site supervisors and instructor is needed to be able to track how students are developing these skills during their experience and practicums.

### **Program Outcome #5-Using content knowledge to build meaningful curriculum**

The activity plans that students are required to complete asks for all information needed for meeting this standard. Expectations from students need to be addressed and shared with students. This can be done through examples, updated rubric and more information and resources shared with students.

### **Program Outcome #6-Becoming a professional**

Students need to be aware of the expectations of what is needed and required when completing their site observations. Guidance and rubric need to be developed to accompany the required observation form.

### **Program Outcome #7-Field Experiences**

Students are expected to complete practicums with two age groups and settings. ECD 237 requires fewer observation hours, so this could possibly be a time where they have to get experience with the age group that they are not currently working with if they are working full-time.

### **Identified Action Items to Improve Student Learning**

- Create rubric for ECD 235-Parent Involvement Discussion.
- Add additional question to Parent Involvement Discussion to assess student's understanding of involving families in child's education and strategies for involvement.
- Update rubrics for child observations and site observations.
- Integrate more child assessment assignments into practicums so students are able to do hands-on field experience with assessments.
- Have all updates and changes implemented by Fall 2018.

# **Three Rivers College**

THE COMMUNITY COLLEGE OF SOUTHEAST MISSOURI

## **Teacher Education**

**AA**

**AAT**

**AAS**

**Program Level SLO Report**  
**Alice Sanders – Program Manager**

**2016-2017**

## Program Purpose Statement

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

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



## Program Outcomes

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

## Teacher Education Course Mapping

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

Program Outcome	Quality Indicator	SLO #
#1 Content Knowledge Aligned with Appropriate Instruction	Quality Indicator #1: Content Knowledge and Academic Language	SLO1

### EDUC 210 Educational Psychology-Artifact Real Deal Project

Program Outcome #	Quality Indicators	SLO #
<b>#2 Student Learning, Growth and Development</b>	Quality Indicator #1 Cognitive, Social, Emotional and Physical Development	SLO #2
	Quality Indicator #2 Student Goals	
	Quality Indicator #3 Theory of Learning	SLO #3
	Quality Indicator #4 Differentiated Lesson Design	SLO #6, SLO #7
	Quality Indicator #5 Prior Experiences, Multiple Intelligences, Strengths, and Needs	SLO #4, SLO #5
	Quality Indicator #6 Language, Culture, Family, and Knowledge of Community Values	SLO #4, #5, #7
<b>#5 Positive Classroom Environment</b>	Quality Indicator #1 Classroom Management Techniques	SLO #8
	Quality Indicator #2 Management of Time, Space, Transitions, and Activities	SLO #8
	Quality Indicator #3 Classroom, School, and Community Culture	SLO #8
<b>#7 Student Assessment and Data Analysis</b>	Quality Indicator #1 Effective Use of Assessments	SLO #9, #10, #11, #12, #13
	Quality Indicator #2 Assessment Data to Improve Learning	SLO #9, #10, #11, #12, #13
	Quality Indicator #3 Student-Led Assessment Strategies	SLO #9, #10, #11, #12, #13
	Quality Indicator #4 Effect of Instruction on Individual/Class Learning	SLO #9, #10, #11, #12, #13
	Quality Indicator #5 Communication of Student Progress and Maintaining Records	SLO #9, #10, #11, #12, #13

	Quality Indicator #6 Collaborative Data Analysis	SLO #9, #10, #11, #12, #13
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**EDUC 230 Foundations of Education-Artifact-Formative/Summative Assessment**

<b>Program Outcome #</b>	<b>Quality Indicators</b>	<b>SLO #</b>
#8 Professionalism	Quality Indicator #1 Self-Assessment and Improvement	SLO #2, #8
	Quality Indicator #2 Professional Learning	SLO #2, #8
	Quality Indicator #3 Professional Rights, Responsibilities, and Ethical Practice	SLO #2, #8

**EDUC270 Technology for Teachers-Artifact-Flipped Classroom Video Series**

<b>Program Outcome</b>	<b>Quality Indicators</b>	<b>SLO #</b>
#3 Curriculum Implementation	Quality Indicator #1 Implementation of Curriculum Standards	SLO #1, #2, #6
	Quality Indicator #2 Lessons for Diverse Learner	SLO #1, #2, #6
	Quality Indicator #3 Instructional Goals and Differentiated Instructional Strategies	SLO #1, #2, #6
4 Critical Thinking	Quality Indicator #1 Instructional Strategies Leading to Student Engagement in Problem Solving and Critical Thinking	SLO #3, #6
	Quality Indicator #2 Appropriate Use of Instructional Resources to Enhance Student Learning	SLO #3, #6
	Quality Indicator #3 Cooperative, Small Group, and Independent Learning	SLO #3, #6
6 Effective Communication	Quality Indicator #1 Verbal and Nonverbal Communication	SLO #2, #3, #6, #7
	Quality Indicator #2 Sensitivity to Culture, Gender, Intellectual, and Physical Education	SLO #2, #3, #6, #7
	Quality Indicator #3 Learner Expression in Speaking, Writing, and Other Media	SLO #2, #3, #6, #7
	Quality Indicator #4 Technology and Media Communication Tools	SLO #2, #3, #6, #7
9 Professional Collaboration	Quality Indicator #1 Induction and Collegial Activities	SLO #5, #6, #7
	Quality Indicator #2 Collaborating to Meet Student Needs	SLO #5, #6, #7
	Quality Indicator #3 Cooperative Partnerships in Support of Student Learning	SLO #5, #6, #7

## Program Outcome Rubrics

**Program Outcome #1 Content Knowledge Aligned with Appropriate Instruction.** *The teacher understands the central concepts, structures, and tools of inquiry of the discipline(s).*

Criteria	No Evidence	Novice	Competent	Mastery
Quality Indicator #1: Content Knowledge and Academic Language  <b>Assessed in:</b> EDUC 201 Teaching Profession	The aspiring candidate demonstrates little or no evidence of basic general education content knowledge, as well as awareness of academic language of disciplines	The aspiring candidate shows Some basic content knowledge and academic language is evidenced	Basic content knowledge and academic language represented	No weakness found Content Knowledge and Academic language well represented
Quality Indicator #2: Student Engagement in Subject Matter  <b>Assessed in:</b> EDUC 201 Teaching Profession	The aspiring candidate shows little/no evidence of awareness of teaching methodologies in subject matter	Some basic evidence of awareness of teaching methodologies in subject matter.	Basic evidence of awareness of teaching methodologies in subject matter.	No weakness found. Evidence of awareness of teaching methodologies in subject matter.
Quality Indicator #4: Interdisciplinary Instruction  <b>Not Yet Assessed</b>	The aspiring candidate demonstrates little/no evidence of an understanding of what constitutes interdisciplinary instruction.	The aspiring candidate demonstrates some basic understanding of what constitutes interdisciplinary instruction.	The aspiring candidate demonstrates basic understanding of what constitutes interdisciplinary instruction.	No weakness found. The aspiring candidate demonstrates an understanding of what constitutes interdisciplinary instruction.
Quality Indicator #5: Diverse Social and Cultural Perspectives  <b>Not Yet Assessed</b>	The aspiring candidate demonstrates little/no evidence of an understanding of cultural diversity and the potential for bias in teaching.	The aspiring candidate demonstrates some basic understanding of cultural diversity and the potential for bias in teaching.	The aspiring candidate demonstrates basic understanding of cultural diversity and the potential for bias in teaching.	No weakness found. The aspiring candidate demonstrates an understanding of cultural diversity and the potential for bias in teaching.

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

<b>Criteria</b>	<b>No Evidence</b>	<b>Novice</b>	<b>Competent</b>	<b>Mastery</b>
Quality Indicator #1 Cognitive, Social, Emotional and Physical Development <b>Assessed in:</b> EDUC 210 Educational Psychology	The aspiring candidate demonstrates little/no evidence of basic knowledge of principles of human development.	The aspiring candidate demonstrates some basic knowledge of principles of human development	The aspiring candidate demonstrates basic knowledge of principles of human development	No weakness found. The aspiring candidate demonstrates knowledge of principles of human development
Quality Indicator #2 Student Goals <b>Assessed in:</b> EDUC 210 Educational Psychology	The aspiring candidate recognizes little/no need to set short and long-term goals, organize, implement and self-reflect.	The aspiring candidate recognizes some basic need to set short and long-term goals, organize, implement and self-reflect.	The aspiring candidate recognizes basic need to set short and long-term goals, organize, implement and self-reflect.	No weakness found. The aspiring candidate recognizes the need to set short and long-term goals, organize, implement and self-reflect.
Quality Indicator #3 Theory of Learning <b>Assessed in:</b> EDUC 210 Educational Psychology	The aspiring candidate demonstrates little/no evidence of a basic knowledge of theories of learning.	The aspiring candidate demonstrates some basic knowledge of theories of learning.	The aspiring candidate demonstrates basic knowledge of theories of learning.	No weakness found. The aspiring candidate demonstrates knowledge of theories of learning.
Quality Indicator #4 Differentiated Lesson Design <b>Not Yet Assessed</b>	The aspiring candidate demonstrates little/no evidence of an understanding that students differ in their approaches to learning.	The aspiring candidate demonstrates some basic evidence of an understanding that students differ in their approaches to learning.	The aspiring candidate demonstrates basic evidence of an understanding that students differ in their approaches to learning.	No weakness found. The aspiring candidate demonstrates an understanding that students differ in their approaches to learning.
Quality Indicator #5 Prior Experiences, Multiple Intelligences, Strengths, and Needs <b>Not Yet Assessed</b>	The aspiring candidate shows little/no evidence of identification of how students' prior experiences, learning styles, multiple intelligences, strengths, and needs impact learning.	The aspiring candidate shows some basic evidence of identification of how students' prior experiences, learning styles, multiple intelligences, strengths, and needs impact learning.	The aspiring candidate shows basic evidence of identification of how students' prior experiences, learning styles, multiple intelligences, strengths, and needs impact learning.	No weakness found. The aspiring candidate identifies how students' prior experiences, learning styles, multiple intelligences, strengths, and needs impact learning.

Quality Indicator #6 Language, Culture, Family, and Knowledge of Community Values  <b>Not Yet Assessed</b>	The aspiring candidate shows little/no evidence of the ability to explain how students' language, culture, family, and community impact learning.	The aspiring candidate shows some basic evidence of the ability to explain how students' language, culture, family, and community impact learning.	The aspiring candidate shows basic evidence of the ability to explain how students' language, culture, family, and community impact learning.	No weakness found. The aspiring candidate explains how students' language, culture, family, and community impact learning.
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**Program Outcome #3 Curriculum Implementation.** *The teacher recognizes the importance of long-range planning and curriculum development. The teacher develops, implements, and evaluates curriculum based upon student, district, and state standards data.*

Criteria	No Evidence	Novice	Competent	Mastery
Quality Indicator #1 Implementation of Curriculum Standards  <b>Assessed in:</b> EDUC 270 Technology for Teachers	The aspiring candidate demonstrates little/no understanding of curriculum, instructional alignment, and national and state standards.	The aspiring candidate demonstrates some basic understanding of curriculum, instructional alignment, and national and state standards.	The aspiring candidate demonstrates basic understanding of curriculum, instructional alignment, and national and state standards.	No weakness found. The aspiring candidate demonstrates an understanding of curriculum, instructional alignment, and national and state standards.
Quality Indicator #2 Lessons for Diverse Learners  <b>Assessed in:</b> EDUC 270 Technology for Teachers	The aspiring candidate demonstrates little/no evidence of and understanding of the importance of using appropriate strategies to meet individual student needs.	The aspiring candidate demonstrates some basic evidence of and understanding of the importance of using appropriate strategies to meet individual student needs.	The aspiring candidate demonstrates a basic understanding of the importance of using appropriate strategies to meet individual student needs.	No weakness found. The aspiring candidate demonstrates an understanding of the importance of using appropriate strategies to meet individual student needs.
Quality Indicator #3 Instructional Goals and Differentiated Instructional Strategies  <b>Assessed in:</b> EDUC 270 Technology for Teachers	The aspiring candidate demonstrates little/no evidence of a basic understanding of the importance of differentiated instruction and short and long-term instructional goal	The aspiring candidate demonstrates some basic evidence of a basic understanding of the importance of differentiated instruction and short and long-term	The aspiring candidate demonstrates basic evidence of a basic understanding of the importance of differentiated instruction and short and long-term instructional goal	No weakness found. The aspiring candidate demonstrates a basic understanding of the importance of differentiated instruction and short and long-term

	planning to meet student needs.	instructional goal planning to meet student needs.	planning to meet student needs.	instructional goal planning to meet student needs.
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**Program Outcome #4 Critical Thinking.** *The teacher uses a variety of instructional strategies and resources to encourage students' critical thinking, problem solving, and performance skills.*

Criteria	No Evidence	Novice	Competent	Mastery
Quality Indicator #1 Instructional Strategies Leading to Student Engagement in Problem Solving and Critical Thinking  <b>Not Yet Assessed</b>	The aspiring candidate shows little/no evidence of identification of instructional strategies that promote critical thinking and problem solving.	The aspiring candidate shows some basic evidence of identification of instructional strategies that promote critical thinking and problem solving.	The aspiring candidate shows basic evidence of identification of instructional strategies that promote critical thinking and problem solving.	No weakness found. The aspiring candidate shows evidence of identification of instructional strategies that promote critical thinking and problem solving.
Quality Indicator #2 Appropriate Use of Instructional Resources to Enhance Student Learning  <b>Assessed in:</b> EDUC 270 Technology for Teachers	The aspiring candidate demonstrates little/no evidence of the importance of using instructional resources to enhance student learning.	The aspiring candidate demonstrates some basic evidence of the importance of using instructional resources to enhance student learning.	The aspiring candidate demonstrates basic evidence of the importance of using instructional resources to enhance student learning.	No weakness found. The aspiring candidate demonstrates evidence of the importance of using instructional resources to enhance student learning.
Quality Indicator #3 Cooperative, Small Group, and Independent Learning  <b>Not Yet Assessed</b>	The aspiring candidate demonstrates little/no understanding of multiple strategies for effective student engagement.	The aspiring candidate demonstrates some basic understanding of multiple strategies for effective student engagement.	The aspiring candidate demonstrates basic understanding of multiple strategies for effective student engagement.	No weakness found. The aspiring candidate demonstrates little/no understanding of multiple strategies for effective student engagement.

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

Criteria	No Evidence	Novice	Competent	Mastery
Quality Indicator #1 Classroom Management Techniques  <b>Assessed in:</b> EDUC 210 Educational Psychology	The aspiring candidate shows little/no recognition of the principles of classroom management, motivation, and engagement.	The aspiring candidate shows some basic recognition of the principles of classroom management, motivation, and engagement.	The aspiring candidate shows basic recognition of the principles of classroom management, motivation, and engagement.	No weakness found. The aspiring candidate recognizes the principles of classroom management, motivation, and engagement.
Quality Indicator #2 Management of Time, Space, Transitions, and Activities  <b>Assessed in:</b> EDUC 210 Educational Psychology	The aspiring candidate shows little/no evidence of the identification of implications of effective management of time, space, transitions, and activities.	The aspiring candidate shows some basic evidence of the identification of implications of effective management of time, space, transitions, and activities.	The aspiring candidate shows basic evidence of the identification of implications of effective management of time, space, transitions, and activities.	No weakness found. The aspiring candidate identifies the implications of effective management of time, space, transitions, and activities.
Quality Indicator #3 Classroom, School, and Community Culture  <b>Assessed in:</b> EDUC 210 Educational Psychology	The aspiring candidate shows little/no recognition of the influence of classroom, school, and community culture on student relationships and the impact on the classroom environment and learning.	The aspiring candidate shows some basic recognition of the influence of classroom, school, and community culture on student relationships and the impact on the classroom environment and learning.	The aspiring candidate shows basic recognition of the influence of classroom, school, and community culture on student relationships and the impact on the classroom environment and learning.	No weakness found. The aspiring candidate recognizes the influence of classroom, school, and community culture on student relationships and the impact on the classroom environment and learning.



**Program Outcome #6 Effective Communication.** *The teacher models effective verbal, nonverbal, and media communications techniques with students, colleagues, and families to foster active inquiry, collaboration, and supportive interaction in the classroom.*

Criteria	No Evidence	Novice	Competent	Mastery
Quality Indicator #1 Verbal and Nonverbal Communication  <b>Not Yet Assessed</b>	The aspiring candidate demonstrates little/no evidence of effective verbal and nonverbal communication techniques.	The aspiring candidate demonstrates some basic evidence of effective verbal and nonverbal communication techniques.	The aspiring candidate demonstrates basic evidence of effective verbal and nonverbal communication techniques.	No weakness found. The aspiring candidate demonstrates effective verbal and nonverbal communication techniques.
Quality Indicator #2 Sensitivity to Culture, Gender, Intellectual, and Physical Education  <b>Not Yet Assessed</b>	The aspiring candidate shows little/no recognition of the need to be sensitive to student differences in communication.	The aspiring candidate shows some basic recognition of the need to be sensitive to student differences in communication.	The aspiring candidate shows basic recognition of the need to be sensitive to student differences in communication.	No weakness found. The aspiring candidate recognizes the need to be sensitive to student differences in communication.
Quality Indicator #3 Learner Expression in Speaking, Writing, and Other Media  <b>Assessed in:</b> EDUC 270 Technology for Teachers	The aspiring candidate shows little/no evidence of reflection on how effective teachers facilitate learner expression in speaking, writing, listening and other media.	The aspiring candidate shows some basic evidence of reflection on how effective teachers facilitate learner expression in speaking, writing, listening and other media.	The aspiring candidate shows basic evidence of reflection on how effective teachers facilitate learner expression in speaking, writing, listening and other media.	No weakness found. The aspiring candidate reflects on how effective teachers facilitate learner expression in speaking, writing, listening and other media.
Quality Indicator #4 Technology and Media Communication Tools  <b>Not Yet Assessed</b>	The aspiring candidate shows little/no development of skills in using a variety of media communication tools.	The aspiring candidate shows some basic development of skills in using a variety of media communication tools.	The aspiring candidate shows basic development of skills in using a variety of media communication tools.	No weakness found. The aspiring candidate develops skills in using a variety of media communication tools.

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

<b>Criteria</b>	<b>No Evidence</b>	<b>Novice</b>	<b>Competent</b>	<b>Mastery</b>
Quality Indicator #1 Effective Use of Assessments  <b>Assessed in:</b> EDUC 210 Educational Psychology	The aspiring candidate shows little/no evidence of recognition of the importance of using formative and summative assessment strategies.	The aspiring candidate shows some basic evidence of recognition of the importance of using formative and summative assessment strategies.	The aspiring candidate shows basic evidence of recognition of the importance of using formative and summative assessment strategies.	No weakness found. The aspiring candidate recognizes the importance of using formative and summative assessment strategies.
Quality Indicator #2 Assessment Data to Improve Learning.  <b>Assessed in:</b> EDUC 210 Educational Psychology	The aspiring candidate shows little/no evidence of recognition of how data is used to guide informed educational decisions.	The aspiring candidate shows some basic evidence of recognition of how data is used to guide informed educational decisions.	The aspiring candidate shows basic evidence of recognition of how data is used to guide informed educational decisions.	No weakness found. The aspiring candidate recognizes how data is used to guide informed educational decisions.
Quality Indicator #3 Student-Led Assessment Strategies  <b>Assessed in:</b> EDUC 210 Educational Psychology	The aspiring candidate shows little/no evidence of recognition of the importance of self and peer assessment.	The aspiring candidate shows some basic evidence of recognition of the importance of self and peer assessment.	The aspiring candidate shows basic evidence of recognition of the importance of self and peer assessment.	No weakness found. The aspiring candidate recognizes the importance of self and peer assessment.
Quality Indicator #4 Effect of Instruction on Individual/Class Learning  <b>Assessed in:</b> EDUC 210 Educational Psychology	The aspiring candidate shows little/no evidence of recognition of the role assessment data in showing the effectiveness of instruction on individual/class learning.	The aspiring candidate shows some basic evidence of recognition of the role assessment data in showing the effectiveness of instruction on individual/class learning.	The aspiring candidate shows basic evidence of recognition of the role assessment data in showing the effectiveness of instruction on individual/class learning.	No weakness found. The aspiring candidate recognizes the role assessment data in showing the effectiveness of instruction on individual/class learning.
Quality Indicator #5 Communication of Student Progress and Maintaining Records	The aspiring candidate shows little/no evidence of recognition of the importance of maintaining confidentiality of	The aspiring candidate shows some basic evidence of recognition of the importance of maintaining	The aspiring candidate shows basic evidence of recognition of the importance of maintaining confidentiality of	The aspiring candidate recognizes the importance of maintaining confidentiality of student records

<b>Assessed in:</b> EDUC 210 Educational Psychology	student records and communicating student progress to students, families, colleagues, and administrators.	confidentiality of student records and communicating student progress to students, families, colleagues, and administrators.	student records and communicating student progress to students, families, colleagues, and administrators.	and communicating student progress to students, families, colleagues, and administrators.
Quality Indicator #6 Collaborative Data Analysis  <b>Assessed in:</b> EDUC 210 Educational Psychology	The aspiring candidate shows little/no evidence of recognition of the importance of collaboration in the data analysis process.	The aspiring candidate shows some basic evidence of recognition of the importance of collaboration in the data analysis process.	The aspiring candidate shows basic evidence of recognition of the importance of collaboration in the data analysis process.	No weaknesses found. The aspiring candidate recognizes the importance of collaboration in the data analysis process.

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

<b>Criteria</b>	<b>No Evidence</b>	<b>Novice</b>	<b>Competent</b>	<b>Mastery</b>
Quality Indicator #1 Self- Assessment and Improvement  <b>Assessed in:</b> EDUC 230 Foundations of Education	The aspiring candidate shows little/no evidence of the ability to articulate understanding of the importance of reflective practice and continual professional growth.	The aspiring candidate shows some basic evidence of the ability to articulate understanding of the importance of reflective practice and continual professional growth.	The aspiring candidate shows basic evidence of the ability to articulate understanding of the importance of reflective practice and continual professional growth.	No weakness found. The aspiring candidate articulates understanding of the importance of reflective practice and continual professional growth.
Quality Indicator #2 Professional Learning  <b>Not Yet Assessed</b>	The aspiring candidate shows little/no evidence of the ability to articulate the importance of regular participation in professional learning opportunities.	The aspiring candidate shows some basic evidence of the ability to articulate the importance of regular participation in professional learning opportunities.	The aspiring candidate shows basic evidence of the ability to articulate the importance of regular participation in professional learning opportunities.	No weakness found. The aspiring candidate articulates the importance of regular participation in professional learning opportunities.
Quality Indicator #3 Professional Rights,	The aspiring candidate shows little/no evidence	The aspiring candidate shows some basic	The aspiring candidate shows basic evidence	No weakness found. The aspiring

Responsibilities, and Ethical Practice  <b>Assessed in:</b> EDUC 230 Foundations of Education	of recognition of ethical practices and the influence of district policies and school procedures on professional practice.	evidence of recognition of ethical practices and the influence of district policies and school procedures on professional practice.	of recognition of ethical practices and the influence of district policies and school procedures on professional practice.	candidate recognizes ethical practices and the influence of district policies and school procedures on professional practice.
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**Program Outcome #9 Professional Collaboration.** *The teacher has effective working relationships with students, parents, school colleagues and community members.*

Criteria	No Evidence	Novice	Competent	Mastery
Quality Indicator #1 Induction and Collegial Activities  <b>Assessed in:</b> EDUC 270 Technology for Teachers	The aspiring candidate shows little/no evidence of identifying strategies for fostering appropriate relationships with peers and school personnel.	The aspiring candidate shows some basic evidence of identifying strategies for fostering appropriate relationships with peers and school personnel.	The aspiring candidate shows basic evidence of identifying strategies for fostering appropriate relationships with peers and school personnel.	No weakness found. The aspiring candidate identifies strategies for fostering appropriate relationships with peers and school personnel.
Quality Indicator #2 Collaborating to Meet Student Needs  <b>Assessed in:</b> EDUC 270 Technology for Teachers	The aspiring candidate shows little/no evidence of recognition of the availability of basic services in the school and community to support students and their learning.	The aspiring candidate shows some basic evidence of recognition of the availability of basic services in the school and community to support students and their learning.	The aspiring candidate shows basic evidence of recognition of the availability of basic services in the school and community to support students and their learning.	No weakness found. The aspiring candidate recognizes the availability of basic services in the school and community to support students and their learning.
Quality Indicator #3 Cooperative Partnerships in Support of Student Learning.  <b>Assessed in:</b> EDUC 270 Technology for Teachers	The aspiring candidate shows little/no evidence of recognition of the importance of developing relationships with students, families, and communities in support of student learning.	The aspiring candidate shows some basic evidence of recognition of the importance of developing relationships with students, families, and communities in support of student learning	The aspiring candidate shows basic evidence of recognition of the importance of developing relationships with students, families, and communities in support of student learning	No weakness found. The aspiring candidate recognizes the importance of developing relationships with students, families, and communities in support of student learning

## Program Outcome- Standard #2

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

Course Assessed: EDUC 210 Educational Psychology-Artifact Real Deal Project

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
EDUC 210 Fall 16	Educational Psychology	2	33	Sections: 2 Students: 33	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 1	Yes
EDUC 210 Spring 17	Educational Psychology	2	41	Sections: 1 Students: 4	Sections: 1 Students: 37	0	FT: 1 PT: 1	Yes

### Face to Face Sections

Quality Indicator	No Evidence	Novice	Competent	Mastery
<b>Quality Indicator 1:</b> <i>Cognitive, Social, Emotional, and Physical Development</i>	7	14	16	0
<b>Quality Indicator 2:</b> Student Goals	13	10	14	0
<b>Quality Indicator 3:</b> Theory of Learning	11	11	14	1

### OnLine Sections

Quality Indicator	No Evidence	Novice	Competent	Mastery
<b>Quality Indicator 1:</b> Cognitive, Social, Emotional, and Physical Development	7	14	16	0
<b>Quality Indicator 2:</b> Student Goals	9	14	14	0
<b>Quality Indicator 3:</b> Theory of Learning	20	15	2	0

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

Criteria	No Evidence	Novice	Competent	Mastery
Quality Indicator #1 Cognitive, Social, Emotional and Physical Development  <b>Assessed in:</b> EDUC 210 Educational Psychology	The aspiring candidate demonstrates little/no evidence of basic knowledge of principles of human development.	The aspiring candidate demonstrates some basic knowledge of principles of human development	The aspiring candidate demonstrates basic knowledge of principles of human development	No weakness found. The aspiring candidate demonstrates knowledge of principles of human development
Quality Indicator #2 Student Goals  <b>Assessed in:</b> EDUC 210 Educational Psychology	The aspiring candidate recognizes little/no need to set short and long-term goals, organize, implement and self-reflect.	The aspiring candidate recognizes some basic need to set short and long-term goals, organize, implement and self-reflect.	The aspiring candidate recognizes basic need to set short and long-term goals, organize, implement and self-reflect.	No weakness found. The aspiring candidate recognizes the need to set short and long-term goals, organize, implement and self-reflect.
Quality Indicator #3 Theory of Learning  <b>Assessed in:</b> EDUC 210 Educational Psychology	The aspiring candidate demonstrates little/no evidence of a basic knowledge of theories of learning.	The aspiring candidate demonstrates some basic knowledge of theories of learning.	The aspiring candidate demonstrates basic knowledge of theories of learning.	No weakness found. The aspiring candidate demonstrates knowledge of theories of learning.

### Program Outcome #3

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

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
EDUC 270	Technology for Teachers	3	50	Sections 3 Students 50	Sections  Students	0	FT 1  PT 0	No

EDUC 270 Technology for Teachers-Face to Face Sections-Artifact-Flipped Classroom Series

Quality Indicator	No Evidence	Novice	Competent	Mastery
Quality Indicator #1 Implementation of Curriculum Standards	3	9	28	1
Quality Indicator #2 Lessons for Diverse Learners	4	6	27	4
Quality Indicator #3 Instructional Goals and Differentiated Instructional Strategies	8	17	16	0

OnLine Sections

Quality Indicator	No Evidence	Novice	Competent	Mastery
Quality Indicator #1 Implementation of Curriculum Standards	0	4	5	0
Quality Indicator #2 Lessons for Diverse Learners	0	5	4	0
Quality Indicator #3 Instructional Goals and Differentiated Instructional Strategies	5	4	0	0

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

<b>Criteria</b>	<b>No Evidence</b>	<b>Novice</b>	<b>Competent</b>	<b>Mastery</b>
Quality Indicator #1 Implementation of Curriculum Standards	The aspiring candidate demonstrates little/no understanding of curriculum, instructional alignment, and national and state standards.	The aspiring candidate demonstrates some basic understanding of curriculum, instructional alignment, and national and state standards.	The aspiring candidate demonstrates basic understanding of curriculum, instructional alignment, and national and state standards.	No weakness found. The aspiring candidate demonstrates an understanding of curriculum, instructional alignment, and national and state standards.
Quality Indicator #2 Lessons for Diverse Learners	The aspiring candidate demonstrates little/no evidence of and understanding of the importance of using appropriate strategies to meet individual student needs.	The aspiring candidate demonstrates some basic evidence of and understanding of the importance of using appropriate strategies to meet individual student needs.	The aspiring candidate demonstrates a basic understanding of the importance of using appropriate strategies to meet individual student needs.	No weakness found. The aspiring candidate demonstrates an understanding of the importance of using appropriate strategies to meet individual student needs.
Quality Indicator #3 Instructional Goals and Differentiated Instructional Strategies	The aspiring candidate demonstrates little/no evidence of a basic understanding of the importance of differentiated instruction and short and long-term instructional goal planning to meet student needs.	The aspiring candidate demonstrates some basic evidence of a basic understanding of the importance of differentiated instruction and short and long-term instructional goal planning to meet student needs.	The aspiring candidate demonstrates basic evidence of a basic understanding of the importance of differentiated instruction and short and long-term instructional goal planning to meet student needs.	No weakness found. The aspiring candidate demonstrates a basic understanding of the importance of differentiated instruction and short and long-term instructional goal planning to meet student needs.



**Program Outcome #5**

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

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
EDUC 210 Fall 16	Educational Psychology	2	33	Sections: 2 Students: 33	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 1	Yes
EDUC 210 Sp 17	Educational Psychology	2	41	Sections: 1 Students: 4	Sections: 1 Students: 37	Sections: 0 Students: 0	FT: 1 PT: 1	Yes

**EDUC 210 Educational Psychology Face to Face-Artifact Real Deal**

Quality Indicator	No Evidence	Novice	Competent	Mastery
Quality Indicator #1 Classroom Management Techniques	8	8	20	1
Quality Indicator #2 Management of Time, Space, Transitions, and Activities	12	20	5	0
Quality Indicator #3 Classroom, School, and Community Culture	10	25	2	0

**On-line Sections**

Quality Indicator	No Evidence	Novice	Competent	Mastery
Quality Indicator #1 Classroom Management Techniques	5	10	15	7
Quality Indicator #2 Management of Time, Space, Transitions, and Activities	10	15	12	0
Quality Indicator #3 Classroom, School, and Community Culture	15	15	7	0

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

Quality Indicator	No Evidence	Novice	Competent	Mastery
Quality Indicator #1 Classroom Management Techniques	The aspiring candidate shows little/no recognition of the principles of classroom management, motivation, and engagement.	The aspiring candidate shows some basic recognition of the principles of classroom management, motivation, and engagement.	The aspiring candidate shows basic recognition of the principles of classroom management, motivation, and engagement	No weakness found. The aspiring candidate recognizes the principles of classroom management, motivation, and engagement
Quality Indicator #2 Management of Time, Space, Transitions, and Activities	The aspiring candidate shows little/no evidence of the identification of implications of effective management of time, space, transitions, and activities.	The aspiring candidate shows some basic evidence of the identification of implications of effective management of time, space, transitions, and activities.	The aspiring candidate shows basic evidence of the identification of implications of effective management of time, space, transitions, and activities.	No weakness found. The aspiring candidate identifies the implications of effective management of time, space, transitions, and activities.
Quality Indicator #3 Classroom, School, and Community Culture	The aspiring candidate shows little/no recognition of the influence of classroom, school, and community culture on student relationships and the impact on the classroom environment and learning.	The aspiring candidate shows some basic recognition of the influence of classroom, school, and community culture on student relationships and the impact on the classroom environment and learning.	The aspiring candidate shows basic recognition of the influence of classroom, school, and community culture on student relationships and the impact on the classroom environment and learning.	No weakness found. The aspiring candidate recognizes the influence of classroom, school, and community culture on student relationships and the impact on the classroom environment and learning.

**Program Outcome #9**

**Standard #9 Professional Collaboration.** The teacher has effective working relationships with students, parents, school colleagues, and community members.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
EDUC 270	Technology for Teachers	3	50	Sections 3 Students 50	Sections  Students	0	FT 1 PT 0	No

**EDUC 270 Technology for Teachers-Artifact- Professional Learner Community**

Quality Indicator	No Evidence	Novice	Competent	Mastery
Quality Indicator #1 Induction and Collegial Activities	0	10	30	10
Quality Indicator #2 Collaborating to Meet Student Needs	5	10	20	15
Quality Indicator #3 Cooperative Partnerships in Support of Student Learning.	0	10	30	10

**Rubric: Program Outcome #9 Professional Collaboration**

<b>Quality Indicator</b>	<b>No Evidence</b>	<b>Novice</b>	<b>Competent</b>	<b>Mastery</b>
Quality Indicator #1 Induction and Collegial Activities	The aspiring candidate shows little/no evidence of identifying strategies for fostering appropriate relationships with peers and school personnel.	The aspiring candidate shows some basic evidence of identifying strategies for fostering appropriate relationships with peers and school personnel.	The aspiring candidate shows basic evidence of identifying strategies for fostering appropriate relationships with peers and school personnel.	No weakness found. The aspiring candidate identifies strategies for fostering appropriate relationships with peers and school personnel.
Quality Indicator #2 Collaborating to Meet Student Needs	The aspiring candidate shows little/no evidence of recognition of the availability of basic services in the school and community to support students and their learning	The aspiring candidate shows some basic evidence of recognition of the availability of basic services in the school and community to support students and their learning	The aspiring candidate shows basic evidence of recognition of the availability of basic services in the school and community to support students and their learning	No weakness found. The aspiring candidate recognizes the availability of basic services in the school and community to support students and their learning
Quality Indicator #3 Cooperative Partnerships in Support of Student Learning	The aspiring candidate shows little/no evidence of recognition of the importance of developing relationships with students, families, and communities in support of student learning.	The aspiring candidate shows some basic evidence of recognition of the importance of developing relationships with students, families, and communities in support of student learning	The aspiring candidate shows basic evidence of recognition of the importance of developing relationships with students, families, and communities in support of student learning	No weakness found. The aspiring candidate recognizes the importance of developing relationships with students, families, and communities in support of student learning

## Summary

### **Program Outcome #2**

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

Forty-three percent of learners are able to demonstrate and recognize the criteria of Quality Indicators 1-3 included in Program Outcome #2. Upon examination of the assessed artifact (Real Deal Project) student submissions display implications of principles of human development, goal setting and learning theories. However, submissions are not supported through self-reflection using cited principles and theories. Students demonstrating little evidence to some basic knowledge have not correlated project design to principles and theories.

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

Fifty-eight to sixty-two percent of learners scored competent/mastery and demonstrated an understanding of the criteria of Quality Indicators 1& 2 in Program Outcome #3. Thirty-two percent of learners scored competent/mastery on Quality Indicator #3. Learners scoring basic to little/no evidence in Quality Indicators 1-3 fall between 32-50 % of learners.

Students enrolled in the Program Outcome #3 assessed course (EDUC 270) may/may not have a prerequisite course in the EDUC program; EDUC 270 has no EDUC prerequisite course requirements. Diversity in learners, differentiated instruction and long term instructional goal planning, criteria included in Quality Indicators 1-3, are critical thinking competencies.

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

Fifty- Eight percent of student submissions score Mastery/Competent in Quality Indicator 1 in Program Outcome #5. Quality Indicator 2 & 3 reflect 26% Mastery/Competent student submissions. Criteria in QI 2 & 3 reflect the need for critical thinking to manage time, transitions and activities. In addition, competencies require students to recognize the impact of community and culture on the learning environment.

**Program Outcome #9 Professional Collaboration.** The teacher has effective working relationships with students, parents, school colleagues, and community members.

Eighty percent of students scored Mastery/Competent on Quality Indicator #1, seventy percent scored master/competent on Quality Indicator #2 and eighty percent scored mastery/competent on Quality Indicator #3. Learners scoring some basic to little/no evidence in Quality Indicators 1-3 comprise 20-30% of learners.

## Results

Three River's College Program Review was designed based upon the newly adopted MIPEC-Missouri Initial Professional Educator Competencies (drafted 12-14 for adoption in Fall 2015). The MIPEC Standards are the expectations that aspiring teacher candidates must fulfill while completing teacher education coursework at Missouri Community Colleges. The Missouri Department of Elementary and Secondary Education mandates Standards #1-#9 with 35 Quality Indicators and 35 MIPEC Competencies. Three Rivers College Teacher Education curriculum is designed based upon the Standards, Quality Indicators and MIPEC Competencies. MIPEC (Missouri Initial Professional Education Competencies) parallel the MOSPE-Missouri Standards for the Preparation of Educators used at all Missouri four year institutions

Per DESE, MIPEC Standards #1-9, 35 Quality Indicators and MIPEC Competencies are to be used for program assessment.

Course specific Student Learning Outcomes drafted by DESE are included in the state-wide AAT Agreement. Student Learning Outcomes were designed using the MIPEC Standards #1-9, 35 Quality Indicators and MIPEC Competencies.

## **Use of Results**

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

Learner data reveals 43% of students score in the competent/mastery level for Quality Indicators 1-3 in Program Outcome #2. Learners have a basic ability to demonstrate the principles of human development, organization, goal setting and self-reflection in the creation of lesson plans and classroom design. In addition, 40-42% of learners have some basic/little evidence ability to demonstrate theories of learning through the instructional design of The Real Deal Project.

**Use:** Behavior management plans that address the scope of human development (P-12) will be incorporated into the Real Deal Project instruction as a review of the concepts of psychology (prerequisite for course). Guest speakers from an area district currently using PBIS will be invited to share with students their experience of implementing and using positive behavior supports in the district. Students will be asked to self-reflect on the semester long project identifying the principles of human development used to design their behavior management plan. Learners have a firm foundation in their philosophy of education but struggle with demonstrating and supporting their beliefs through application. In addition, students will be asked to justify in their self-reflection the instructional strategies design as it relates to a particular theory of learning.

Additional instruction in behavior theories will be added to EDUC 201 Teaching Profession the prerequisite course for all EDUC coursework. Behavioral theories are currently briefly reviewed. Adding additional instruction in EDUC 201 will set the agenda for building upon the foundation in other EDUC courses.

### **Program Outcome #3 Curriculum Implementation**

Data reveals a lack of knowledge of alignment, lesson planning and an understanding of differentiated instruction to meet the needs of all students. Program Outcome #3 is currently assessed in EDUC 270 Technology for Teachers, a course that requires no prerequisite from the EDUC program. Students enrolled in EDUC 270 may/may not have taken one or more courses that introduce and practice lesson design, alignment of



standards and the differentiation of instruction. Assessment of Program Outcome #3 may be better suited to an EDUC course that follows the prerequisite EDUC 201.

**Use:** Model lesson planning will be added to EDUC 270 in correlation to the flipped classroom series. Accessibility components will be added to video and application design to broaden the students understanding of differentiating instruction to meet the needs of all learners. Components of closed captioning, providing a transcript, use of appropriate font and color and alternative instruction will be added to instruction.

### **Program Outcome #5: Positive Classroom Environment**

**Use:** To move learners from competent to mastery of the recognition of principles of classroom management (QI#1) additional instruction will be added in regard to building/district wide positive behavior supports. Students currently view classroom management as a classroom exclusive organization. Adding instruction that centers on the “big picture” of building/district-wide programs will enable learners to see the role positive behavior supports can play in school and community. Adding a video of a practicing administrator who has seen success with PBIS supports will aid in this instruction. Recently revised Student Learning Outcomes (approved in Fall 2017) will add additional support/instruction to address Quality Indicators 2 & 3, Diversity instruction will be added to the course that goes beyond the typical student understanding of diversity in terms of race alone. Learners do not have a clear understanding of culture and the implications to the learning environment. Case scenarios will be added to demonstrate the various cultural differences within our region.

**Program Outcome #9 Professional Collaboration.** The teacher has effective working relationships with students, parents, school colleagues, and community members.

**Use:** Seventy to eighty percent of learners score competent/mastery in Quality Indicators 1-3 in Program Outcome #9. To progress learners from competent to mastery instruction will be added to include a PLC (Professional Learning Community). Learners are currently creating a limited PLC within the course but are not applying the technology through the Flipped Classroom Series. Using the existing instruction for collaboration and community/family communication will allow learners to meet Quality Indicators 2 & 3.

# **Three Rivers College**

THE COMMUNITY COLLEGE OF SOUTHEAST MISSOURI

## **Environment/Occupational Safety and Health Technology AAS**

### **Program Level SLO Report**

**Elizabeth Deken, P.E. – Program Manager**

**2016-2017**

## **Program Purpose Statement**

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

### **Program Outcomes**

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

# Course Mapping

## CIVL 248 Water and Wastewater Systems

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Perform basic hydraulic calculations.	2, 3
2	Distinguish different methods for treatment and production of drinking water.	1, 2, 3, 4, 5
3	Distinguish different methods for treatment and disposal of wastewater.	1, 2, 3, 4, 5
4	Explain collection and treatment of stormwater.	1, 2, 3, 4, 5
5	Describe importance of drainage systems, NPDES, and water protection issues.	5
6	Prepare a treatment plan for a drinking water and wastewater system for a community.	1, 2, 3, 4, 5

## EOSH 116 Introduction to Industrial Hygiene

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Describe stressors present in the workplace and their associated health hazards.	3, 5
2	Evaluate the level of exposure for different types of stressors in the workplace.	2, 3, 5
3	Identify acceptable levels of exposure and risk associated with workplace hazards.	1,2
4	Identify appropriate control measures to address hazards.	2, 3, 5
5	Identify methods, tools, test equipment and resources available to assess workplace health hazards.	1, 2, 3

## EOSH 205 Safety and Health Regulations & Standards

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Explain the significance of the OSH Act of 1970 as it applies to the work environment.	1, 4, 5
2	Identify rights and responsibilities of both employers and employees under the OSH Act of 1970.	1, 4, 5
3	Identify acceptable work practices for employees required by standard or rule.	2, 3, 4
4	Prepare materials required for injury/illness that occur in a work environment.	1, 4, 5

5	Explain the inspection, citation, and penalty process under OSHA.	1, 4, 5
6	Identify different standards and their applicable requirements.	4, 5
7	Demonstrate use of the OSHA website to find applicable information to a standard or compliance activity.	2, 3

## **206 Environmental Regulations**

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	State purpose of different environmental laws and programs	1, 4
2	Define terminology specific to environmental regulations.	1, 2, 3, 4, 5
3	Describe the basic framework for federal environmental programs including but not limited to surface water, groundwater, drinking water, wastewater and air.	1,2, 3, 4, 5
4	Recognize the impact of common law and how it applies to facility operations with regard to environmental issues	2, 3
5	Identify potential sources of pollutants and applicable requirements for those pollutants.	2, 3
6	Discuss environmental monitoring and modeling and how they are used by regulatory agencies.	2, 4
7	Explain basic federal permitting programs and how they apply to facility operations.	1, 4, 5

## **EOSH 215 Transportation, Storage & Handling of Hazardous Materials**

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Define terms specific to transportation of hazardous materials.	1, 2, 3, 4, 5
2	Identify regulatory requirements associated with transportation of hazardous materials as defined by U.S. Department of Transportation (DOT).	1, 4, 5
3	Identify terms specific to handling hazardous materials during a spill, emergency response or clean-up operation (HAZWOPER)	1, 2, 3, 4, 5
4	Identify regulatory requirements associated with HAZWOPER event.	1, 4, 5
5	Describe the response activities to a hazardous materials release or accident.	2, 3
6	Demonstrate appropriate use of the DOT's Emergency Response Guide and NIOSH Pocket Guide to Chemical Hazards.	2, 3

## **EOSH 216 Waste Management and RCRA**

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Explain the impact of waste management on people, the environment and the community.	2, 3
2	Identify approved treatment techniques for solid and hazardous waste.	2, 3
3	Identify regulatory requirements associated with disposal of different wastes.	2, 4, 5
4	Identify different methods for waste minimization, reuse, and recycling.	2, 3
5	Apply information and definitions to classify and identify different waste materials.	1, 4, 5
6	Apply hazardous waste regulatory requirements to different classifications of generators.	1, 4, 5

## **EOSH 225 Accident Investigations**

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Identify the fundamental requirements in performing an accident/incident investigation.	2, 3
2	Recognize causes and contributors to accidents.	2, 3
3	Evaluate impact of accidents.	2, 3
4	Apply investigation techniques in accident scenarios.	2, 3
5	Assess program effectiveness using different methods.	2, 3

## **EOSH 226 Emergency Preparedness and Planning**

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Identify different types of risks requiring emergency planning for a facility.	2, 3
2	Understand the regulatory requirements for emergency planning and preparedness.	2, 3
3	Examine options to eliminate or minimize risks associated with different emergency situations or agencies.	2, 3
4	Describe all the necessary components of an emergency preparedness plan.	2, 3
5	Explain the requirements for auditing an emergency preparedness program.	2, 3
6	Explain the evolution of regulations in emergency planning.	2, 3
7	Explain the purpose of NGOs and private sector organizations.	2, 3

## MAFT 229 Introduction to Health and Safety

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Define terminology applicable to environmental and/or occupational safety and health field.	1, 2, 3
2	Identify relationship between occupational hazards and employee health and safety.	2, 3
3	Identify workplace hazards.	2, 3
4	Explain the requirements of a safety and health program.	2
5	Describe the different agencies and standards governing environmental and/or occupational safety and health.	1, 2, 3

## Program Outcome #1

Describe environmental and occupational safety laws and regulations.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
EOSH 206	Environmental Regulations	1	8	Sections : 0 Students : 0	Sections : 1 Students : 8	Sections : 0 Students : 0	FT: 1 PT: 0	Yes

**Course being reported: EOSH 206 Environmental Regulations**

Online Sections	
Identifies required information on development, enactment, implementing agency, etc.	83.3%
Explains applicability of law to regulated community	75.0%
Identifies major requirements of the regulation	83.3%
Identifies all major changes to regulation since enactment.	75.0%

### Composite Score

Academic Year	Composite Score
2016-17	2.38



## Program Outcome #1 Rubric

**Course:** EOSH 206 Environmental Regulations

**Artifact:** Major environmental laws informative essay

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

## Program Outcome #2

Identify appropriate control or abatement options.

Course Number	Course Name	Total Sections Utilized	Total Students scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
EOSH 205	Safety and Health Regulation and Standards	1	14	Sections: 0 Students: 0	Sections: 1 Students: 14	Sections: 0 Students: 0	FT: 1 PT: 0	Yes

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

Online Sections	
Identifies safety and health hazards for employees performing the task.	76.1%
Identifies hazards to surrounding operations.	66.7%
Selects appropriate control/abatement for hazards.	81.0%

### Composite Score

Academic Year	Composite Score
2016-17	2.24

## Program Outcome 2 Rubric

**Course:** EOSH 205 Safety and Health Regulations and Standards

**Artifact:** Welding Hazard Assessment

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

### Program Outcome #3

Identify environmental and occupational safety hazards and security issues.

Course Number	Course Name	Total Sections Utilized	Total Students scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
EOSH 215	Transportation, Storage & Handling of hazardous materials.	1	9	Sections: 0 Students: 0	Sections: 1 Students: 9	Sections: 0 Students: 0	FT: 0 PT: 1	Yes
EOSH 226	Emergency Preparedness and Planning	1	9	Sections: 0 Students: 0	Sections: 1 Students: 9	Sections: 0 Students: 0	FT: 0 PT: 1	Yes

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

Online Sections	
Identifies environmental hazards present that pose risk to worker or public.	70.4%
Identifies safety hazards present that pose risk to workers	74.0%
Explains hazard/issue identified.	66.7%

**Course being reported: EOSH 226 Emergency Preparedness and Planning**

Online Sections	
Identifies physical security issues	74.1%
Explains security issues identified	74.1%

#### Composite Score

Academic Year	Composite Score
2016-17	2.16

### Program Outcome 3 Rubric

**Course(s):** EOSH 226 Emergency Preparedness & planning / EOSH 215

Transportation, Storage & Handling of Hazardous Materials

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

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

## Program Outcome #4

Interpret environmental and occupational safety laws and regulations.

Course Number	Course Name	Total Sections Utilized	Total Students scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
EOSH 205	Safety and Health Regulation and Standards	1	15	Sections: 0 Students: 0	Sections: 1 Students: 15	Sections: 0 Students: 0	FT: 1 PT: 0	Yes

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

Online Sections	
Identifies applicable regulation/standard requirement.	75.6%
Identifies occurrence of violation where appropriate.	71.1%
Identifies cause/reason for compliance or noncompliance of standard/regulation for given situation.	60.0%

### Composite Score

Academic Year	Composite Score
2016-17	2.07

## Program Outcome 4 Rubric

**Course:** EOSH 205 Safety and Health Regulations and Standards

**Artifact:** Violation workshop assignment and Unit 3 Case Study Assignments

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

## Program Outcome #5

Apply laws and regulations.

Course Number	Course Name	Total Sections Utilized	Total Students scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involve	Were all sections of this course involved?
EOSH 215	Transportation, Storage, & Handling of hazardous materials	1	8	Sections: 0 Students: 0	Sections: 1 Students: 8	Sections: 0 Students: 0	FT: 0 PT: 1	Yes

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

Online Sections	
<b>Applies regulations for determining rule applicability.</b>	91.7%
<b>Identifies requirements for documentation.</b>	79.2%
<b>Identifies appropriate compliance requirements from different sections of a specified rule</b>	75.0%

### Composite Score

Academic Year	Composite Score
2016-17	2.46



## Program Outcome 5 Rubric

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

**Artifact:** Module Test – DOT Regulations

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

## Summary of Results

All of the EOSH courses involved in the assessment of program outcomes is only offered as one section so there is only one instructor involved. The classes are taught with one full-time and one adjunct instructor. All of the classes involved in the assessment were delivered in an online format. Therefore, there are no comparisons to make for modality or variability in faculty involved. The adjunct instructor was involved in assessing program outcomes three and five with the remaining outcomes evaluated using the same full-time faculty member.

Only second year courses were considered for use in selection of an artifact for evaluating the program outcomes. There were no changes made to the artifacts that were used in the assessment of the program outcomes for the 2016-2017 academic year.

It was noted that there were 8 non-traditional TRA students that entered the program in fall 2016. Most of these 8 students were registered for second year classes during their first semester. Based on conversations with these students about the course content and from student responses to assignments in these courses it was concluded that the students had a significant acclimation period during the first semester. Most of these students had not previously attended any post-secondary education and had no experience with online course environment. Not only were the students in second year classes their first year, but they were taking multiple EOSH classes (some were taking as many as 3 sophomore EOSH classes) their first semester.

The target composite score for each learning outcome at this time is a 2.0 which reflects a competent level of skill for the student. For the 2016-2017 assessment year, the composite scores for all program outcomes met the target value of 2.0. The composite score represents an aggregate value of all students across all skill/knowledge areas. The composite scores aggregate the separate skill/knowledge scores for determining competency for each outcome. Each outcome has been broken down into 3 or more skill/knowledge areas for performing the assessment.

Below are the resulting composite scores for the academic year:

1. Describe environmental and occupational safety laws and regulations.	2.38
2. Identify appropriate control or abatement options.	2.24
3. Identify environmental and occupational safety hazards and security issues.	2.16
4. Interpret environmental and occupational safety laws and regulations.	2.07
5. Apply laws and regulations.	2.46

The 2016-2017 academic year is the first assessment period that the target value was achieved for all 5 program outcomes. Outcome 4 had the lowest composite score (2.07). All of the outcome composite scores increased except for outcome 3 which saw a decrease from 2.34 to 2.16 and outcome 5 had a very slight decrease from 2.48 to 2.46. There was a significant increase for outcomes 1, 2, and 4. Outcome 1 increased from 1.80 to 2.38, outcome 2 increased from 2.00 to 2.24 and outcome 4 increased from 1.86 to 2.07. For each of the outcomes, there is a graph below that shows the breakdown of the individual skills/knowledge area categories and scores that were used to obtain the composite score.

#### **Program Outcome 1 (Aggregate Composite Score 2.38)**

<b>Skills/Knowledge Assessment Areas</b>	<b>Student Average Score</b>
Identifies required information on development, enactment, implementing agency, etc.	2.5
Explains applicability of law to regulated community	2.25
Identifies all major changes to regulation since enactment	2.5
Identifies major requirements of the regulation	2.25

#### **Program Outcome 2 (Aggregate Composite Score 2.24)**

<b>Skills/Knowledge Assessment Areas</b>	<b>Student Average Score</b>
Identifies safety and health hazards for employee performing the welding	2.29
Identifies hazards to surround operations	2.00
Selects appropriate control/abatement for hazards identified	2.43

#### **Program Outcome 3 (Aggregate Composite Score 2.16)**

<b>Skills/Knowledge Assessment Areas</b>	<b>Student Average Score</b>
Identifies environmental hazards present that pose risk to worker or public.	2.11
Identifies safety hazards present that pose risk to workers.	2.22
Identifies physical security issues.	2.22
Explains hazard/issue identified above (environmental and safety)	2.00
Explains hazard/issue identified above (security)	2.22

**Program Outcome 4 (Aggregate Composite Score 2.07)**

Skills/Knowledge Assessment Areas	Student Average Score
Identifies applicable regulation/standard requirement	2.27
Identifies occurrence of violation where appropriate	2.13
Identifies cause/reason for compliance/noncompliance of standard or regulation for given situation	1.8

**Program Outcome 5 (Aggregate Composite Score 2.46)**

Skills/Knowledge Assessment Areas	Student Average Score
Applies Hazardous Materials Table regulations	2.75
Identifies requirements for shipping papers	2.34
Identifies appropriate labels, placards, markings, packaging requirements	2.25

To assist in determining where improvements should be focused, the above information is compared to the results for each outcome aggregate score from previous assessments that have been completed.

Below is a comparison of results for aggregate scores from all years that data is available.

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

Academic Year	Composite Score Results
2012-13	1.54
2013-14	2.05
2014-15	1.63
2015-16	1.80
2016-17	2.38

**Program Outcome 2: Identify appropriate control or abatement options.**

Academic Year	Composite Score Results
2012-13	2.19
2013-14	1.79
2014-15	0.00
2015-16	2.00
2016-17	2.24

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

<b>Academic Year</b>	<b>Composite Score Results</b>
2012-13	1.86
2013-14	1.92
2014-15	1.93
2015-16	2.34
2016-17	2.16

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

<b>Academic Year</b>	<b>Composite Score Results</b>
2012-13	2.10
2013-14	2.41
2014-15	0.00
2015-16	1.86
2016-17	2.07

**Program Outcome 5: Apply laws and regulations.**

<b>Academic Year</b>	<b>Composite Score Results</b>
2012-13	1.95
2013-14	2.05
2014-15	2.44
2015-16	2.48
2016-17	2.46

From last year's assessment, improving results from outcome 1 and 4 were identified as a need. The course used in evaluating outcome 4 went through course redesign and Quality Matters review. More practice and examples were added to the student learning activities to increase student skills in application of the laws and regulations. For outcome 1, the course learning activities were modified to include more opportunities for students to interact with resources containing information about the laws and regulations. These changes appeared to have paid off however since there has been only one section evaluated since the changes were made, it is hard to definitively conclude that changes were the sole reason for improvement in scores.

Outcome 5 results have been fairly consistent for the last 3 years. There is very little variation in composite scores. It appears that the learning materials and activities directed

at the skills and knowledge necessary to meet the outcome are adequately being addressed in the program courses.

Outcomes 2 results showed a significant improvement. The course used in the evaluation process for this outcome went through course redesign and Quality Matters review during 2015-2016. More practice and examples were added to the student learning materials to improve student skills in identifying appropriate control or abatement. This same skill was also emphasized more in other courses in the program through modification of learning materials and examples provided in the course. These changes appeared to make a difference in student learning.

Outcome 3 results showed a decrease in performance from a composite score of 2.34 last year to 2.16 during the 2016-2017 assessment period. In the course where the physical security portion of this outcome is assessed, there were changes made to the assessment assignment. The course was taught by an adjunct faculty and part of the practice activities were left out (overlooked). This oversight may be part of the reason that the students scored lower in this skill/knowledge area for the outcome. The students also scored significantly lower in one skill/knowledge area for this outcome that deals with explaining hazards identified from a particular scenario. The same assessment assignment was used as in previous assessments. There were no changes in delivery of learning materials for the course in which the assessment occurs. It appears from student responses that they did not all comprehend the assignment and the relationships that were involved in the scenario. The course involved in the assessment of this outcome is going through Quality Matters review in the fall 2017 term. To improve this outcome the relationships between picking out hazards and explaining why they represent a hazard (environmental or safety) needs to be revisited in the courses that utilize this skill. It is also necessary to take into account the student group itself because it is possible that can account for some of the variation.

Graphs and tables of the data showing results for individual skills assessed within each outcome are also provided as an attachment to this report. These graphs and tables provide more detail in the variation and change in performance when compared over multiple assessment cycles.

## Summary of Analysis

The number of students that participated in the assessments ranged from 8 to 14. Due to the number of students involved in the assessments it is not appropriate to conduct any formal statistical analysis to the data. Instead, composite scores are analyzed to look for trends for the last 5 years and to look for trends in the individual skill and knowledge areas involved in each individual program outcome evaluation.

There were no significant changes for the assessment artifact assignment in any of the courses during the year that are used to collect assessment data. Results for outcomes 1 and 4 were significantly below the target composite average of 2 (which represents competent level of performance) during the last assessment period. Much of the improvement efforts for 2016-2017 focused on improving these outcomes. Therefore, there were changes made to courses to address these skill and knowledge areas necessary to successfully meet the program outcome.

For outcome 1, students performed much better in the skill/knowledge area of explaining applicability and identifying the major changes of the environmental laws. The changes made in the assessment course (EOSH 206) focused on improving student familiarity of resource materials and relating that information to application for business and industry. Students were provided more opportunity to utilize the skills necessary to address this outcome in the assessment course (EOSH 206) and in other courses where these skills are also used.

For outcome 4, changes that were made included redesign of EOSH 205 and submittal for Quality Matters review. When preparing the course for review, efforts were focused on providing practice and examples. The examples provided in many cases were audio/visual learning materials that illustrated the processes involved in performing a specific skill. The concepts utilized in the EOSH 205 course were then utilized in other courses where the skill/knowledge area involved for outcomes 1 and 4 were utilized in the other courses. More repetition of the skill/knowledge areas necessary for meeting outcomes 1 and 4 were also added to the effected courses.

In addition to the above changes, there was considerable effort put into adding case study type applications for the skill/knowledge area so that students had more opportunity to practice applying skills and knowledge from the learning material. With the overall

improvements in outcomes 1 and 4, the consistent performance for outcome 5, and the increase in performance for outcome 2 it appears that these changes paid off. From reviewing the comparison of the KSBA areas for each of these program outcomes, there is improvement or maintenance of performance across the board. These comparisons are available in graph and table form in the KSBA Comparison attachment to this report.

Throughout academic year 2016 – 2017, several of the EOSH program courses were in some stage of redesign or Quality Matter review. The same person performed all of the course redesign so it was possible to build consistency in presentation of learning material, consistency in use of examples and case study applications, and consistency in focusing on building skill and knowledge areas necessary for students to be successful in the program. During the spring of 2017, 4 additional courses were redesigned and submitted for review. An additional fifth course was redesigned by May 2017.

For outcome 3, there was a decrease in the aggregate composite score from the previous year from a 2.34 to a 2.16. While the 2.16 is still above the target value of 2.0 for performance, the drop was significant enough in size to try and determine the cause. When comparing the different KSBA identified for outcome 3, it was noted that all of the decrease in performance came from 2 specific skill/knowledge areas: 1) identifying environmental hazards present that pose risk to worker or public and 2) explains hazard/issue associated with environmental hazard or safety hazards identified. Performance for these 2 KSBA dropped from 2.57 to 2.11 for the first one identified above, and from 2.57 to a 2.0 for the second one. The course that is used to evaluate this part of outcome 3 is EOSH 215 and that course is scheduled for redesign and Quality Matters review in the fall 2017. It is necessary to revisit this skill and knowledge area in all of the effected courses that use them.

To assist in the analysis, the 2016-2017 outcome composite scores were compared to the previous assessment results to see if there were substantial deviations. The results are summarized here for the 5 academic review periods that are available: (Note that the course from which assessments for outcomes 2 and 4 are completed that there were no students enrolled in the course for the fall 2014 semester. The table below shows a 0 for the affected missing data)



<b>Program Outcomes</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
Describe environmental and occupational safety laws and regulations	1.54	2.05	1.63	1.80	2.38
Identify appropriate control or abatement options	2.19	1.79	n/a	2.00	2.24
Identify environmental and occupational safety hazards and security issues	1.86	1.92	1.93	2.34	2.16
Interpret environmental and occupational safety laws and regulations	2.1	2.41	n/a	1.86	2.07
Apply laws and regulations	1.95	2.05	2.44	2.48	2.46

From a comparison of the results there was a lot of improvement but there still appears to be some variation in results which is normal to see in any data analysis. Differences in student populations have to also be considered when evaluating results because aptitudes vary for applied science concepts. There were no changes made to the assessment artifacts themselves so that can't be a source for any of the changes that were observed. There was no change in instructors or in course modality so these also can't account for the changes observed.

Class sizes ranged from 8 – 15 for the number of data collected for the individual assessments. Even with the smaller numbers, each skill/knowledge area involved in the assessment of each outcome was reviewed to identify possible problem areas. The only outcome that showed significant decrease in a skill/knowledge area of assessment was outcome 3. It was determined that these 2 skill/knowledge areas would be evaluated and addressed for the course the assessment occurs in and for any other program course that utilizes the same skills in the upcoming academic year.

## Additional Summary Notes

### **Anomalies in the results that were noticed:**

No changes were made in the assessment assignments but there was a significant drop in outcome 3. A closer look at this outcome reveals that 2 of the skill/knowledge areas had significant drops in student performance. The table below illustrates the change:

Program Outcome 3 – KSBA breakdown from grading rubric

<b>Skills/Knowledge Areas</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
Identifies environmental hazards	1.71	1.92	2.33	2.57	2.11
Identifies safety hazards	1.71	1.92	2.33	2.29	2.22
Identifies security issues	2.6	2	1.6	2	2.22
Explains environmental/safety hazard	1.43	1.92	2	2.57	2
Explains security hazard	1.43	1.82	1.4	2.25	2.22

There were 9 students in the EOSH 215 and EOSH 226 class for which the assessments for outcome 3 are taken. The EOSH 215 class data is from the fall 2016 term and the EOSH 226 data is from the spring 2017 term. It was also noted that the EOSH 215 class had several new TRA students that took this course in the first semester instead of their third semester. This was an advising error. Previous knowledge is not required to be successful in the course so it doesn't have any pre-requisites required. However, some of the TRA students were taking as many as 3 sophomore EOSH courses in their first semester. In one-on-one conversations with some of these students they admitted to being somewhat overwhelmed by the online learning environment and taking multiple online courses. There were no changes in textbooks and the course had not gone through redesign yet so the course materials were the same as used in previous classes. The same instructor taught the class that has taught it for the last 4 years.

### **Were changes needed to improve student learning?**

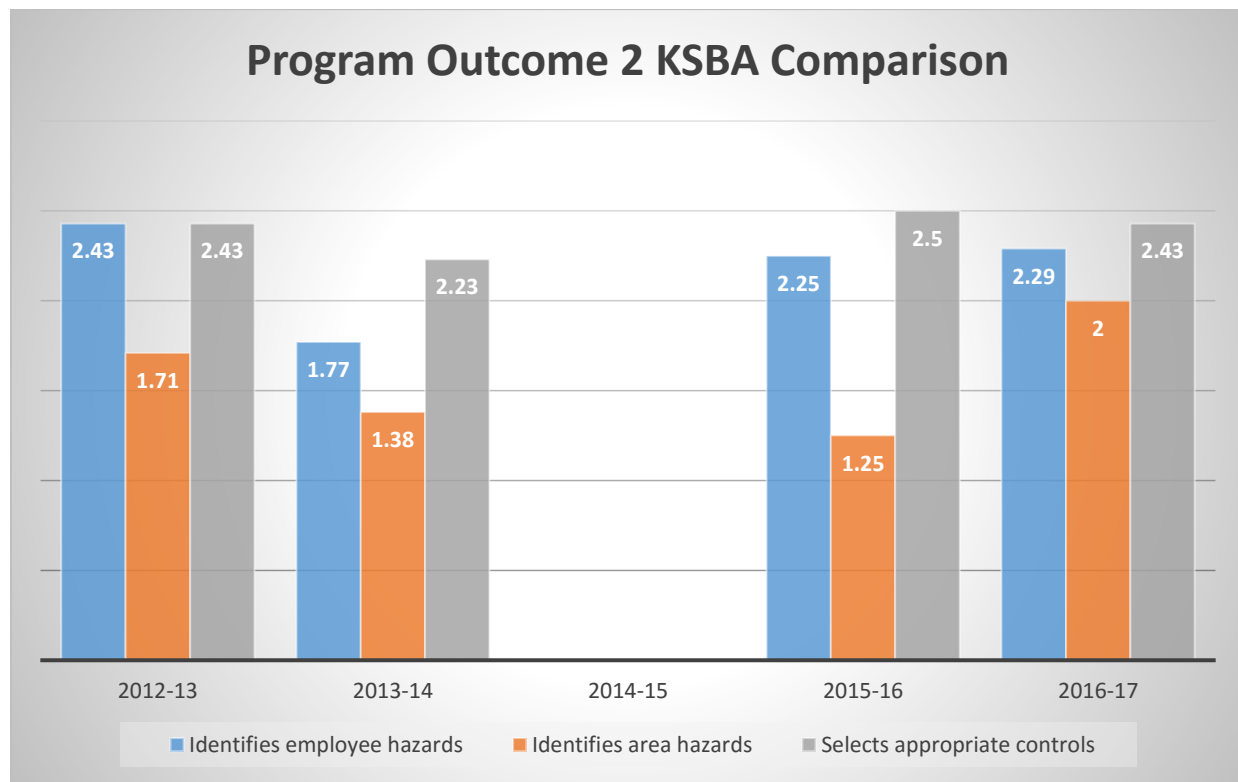
The drop in performance for the outcome 3 knowledge/skill areas was large enough that the learning materials need to be evaluated to see what changes can be made to improve student performance in this area and maintain that performance as much as possible. The EOSH 215 class has not completed the redesign and Quality Matters review cycle yet. Course materials and student learning activities will be evaluated to focus on identifying changes that can be made to improve performance in the noted knowledge/skill areas.

Since this knowledge/skill area is addressed in other courses, it will be necessary to look into the learning activities to see if additional changes are warranted to improve the program outcome results.

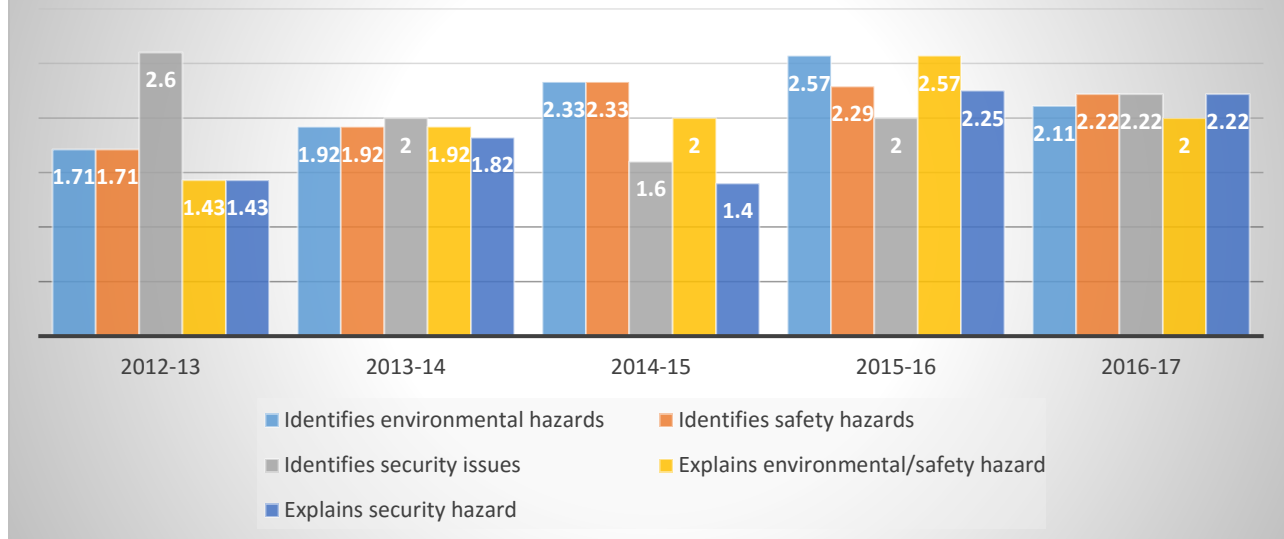
### Were there any patterns in the data observed?

There is a trend in almost all of the individual knowledge/skill areas evaluated for each program outcome that shows an increase in performance from 2015-2016 to 2016-2017. If you look across all five years that assessment data is available, there is a general trend of improvement for most of the knowledge/skill areas individually. It appears that overall the trend is holding across the outcomes from most years. There is some variation when you view all five years of data but with the small sample sizes for which assessment data is available, the amount of variation is not abnormal.

Looking at graphs of the knowledge/skill breakdown for each outcome compared across the years, outcomes 2 and 5 have been very consistent. Outcomes 1 and 3 have shown the most variability among individual knowledge/skill breakdown areas evaluated. Graphs below illustrate the knowledge/skill area comparison across the different assessment periods.



## Program Outcome 3 KSBA Comparison



## Use of Results for Improvement

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

For the first time since assessments were collected for the program outcomes, all of the program outcomes met or exceeded the target value of 2.0 which represents competent level of performance. No changes were made in any of the assessment assignments for this assessment period. Focus on improvement for outcomes during the next academic year will be on improving outcome 3 since it experienced a significant drop during 2016-2017 assessment period and evaluating the individual knowledge/skill areas for each outcome and looking for ways to improve the skills across all courses that utilize them.

Completing the redesign and Quality Matters review cycled for the remaining three EOSH program courses (EOSH 206, EOSH 215 and EOSH 216) will also help align learning materials, skills and program outcomes. The results of the assessments will also be presented to the Advisory Committee as part of the review process to seek input on enhancements and ideas for improving performance on the program outcomes.

The skill/knowledge areas that will be part of the focus in course changes are shown below:

**Outcome 3:** Student performance dropped significantly in two of the knowledge/skill areas related to identifying environmental hazards present that pose risk to worker or the public and the ability to fully explain the environmental and safety hazards that were identified.

**Outcome 4:** Student performance increased for this outcome but it is still the lowest performing outcome for the students. Continued improvements for the knowledge/skill areas identified for this outcome will continue to be a focus especially for identifying reasons for compliance status with regard to regulatory requirements.

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

Complete the redesign and Quality Matters review cycle for the remaining program courses of EOSH 206 Environmental Regulations, EOSH 215 Transportation, Storage and

Handling of Hazardous Materials and EOSH 216 Waste Management and RCRA. Also, the alignment across all of the program courses with the program outcomes will be reviewed to ensure that knowledge/skill areas that are necessary to meet the outcomes are being addressed in all of the courses. Focus will be on ensuring that the learning activities, examples, and practice opportunities touch on all applicable outcomes and not just on the outcomes that are assessed in a particular course. It is also important that the identified skill/knowledge areas from outcome 3 that were noted as areas of concern are further evaluated to determine how to improve student performance in these areas.

Input from the advisory committee will be sought to improve not only program outcome performance but to also improve the overall program. As part of the program review cycle, the outcomes, courses, and content areas will be evaluated to ensure that the program is still addressing all the skill areas that employers look for in employees working in the environmental/safety technology field.

With focus on these identified areas, it is expected that there will be continued improvements in student performance. It is also expected that the overall program will be improved and strengthened from the changes made to the curriculum and delivery of the course in the online environment.

**What is the proposed timeline for the changes outlined above?**

The Advisory Committee will meet in the fall of 2017. Program changes that are identified as necessary will be submitted to the college curriculum process in spring 2018. Curricular changes will go into effect in the fall of 2018.

Changes to learning materials, student activities, etc. identified through review of the outcome 3 and 4 skill/knowledge areas will be implemented by the next time the effective courses are taught which will be in fall 2017 and spring 2018 for the affected courses.

# **Three Rivers College**

THE COMMUNITY COLLEGE OF SOUTHEAST MISSOURI

**Fire Science AAS**  
**Program Level SLO Report**  
**Jack Armor – Program Manager**

**2016-17**

## **Program Purpose Statement**

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

## **Program Outcomes**

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



# Fire Science Course Mapping

Course Student Learning Outcomes (Program Outcome Ties in Parenthesis)

## FIRE-115 Firefighter I & II

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Identify the mechanics of fire and the hazards associated with fighting fires.	1, 2, and 4
2	Perform required skills to fight structural fires.	1
3	Demonstrate appropriate decision making skills regarding firefighting issues.	1, 2, and 4
4	Apply skills in structural firefighting safely.	1
5	Use team skills appropriately.	1, 2, and 4
6	Utilize team skills to work as a unit using firefighting equipment and skills necessary to fight a fire.	1
7	Demonstrate basic rescue and extrication skills.	1
8	Demonstrate basic emergency medical care.	1, and 6
9	Demonstrate their ability to use written and oral communication through assignments and skill activities.	1, 2, 4, and 5

## FIRE-118 Hazardous Materials

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Describe properties and effects of hazardous materials and weapons of mass destruction.	1, 2
2	Describe the hazards associated with responding to incidents involving these materials	1, 2
3	Demonstrate proficiency in performing the necessary skills to respond to incidents involving hazardous materials or weapons of mass destruction.	1, 2
4	Demonstrate the ability to make informed, intelligent decisions regarding hazardous materials and to work around hazardous materials safely.	1, 2
5	Demonstrate proficiency in evaluating potential danger for a given hazardous materials event.	1, 2
6	Formulate and initiate a response plan for an incident involving hazardous materials or weapons of mass destruction.	1, 2
7	Select and use PPE that is appropriate for hazardous materials incidents.	1, 2
8	Identify advantages and disadvantages for use of different PPE.	1,2
9	Demonstrate proficiency in mass and technical decontamination.	1,2

## **Fire-226-Principles of Emergency Services Safety and Survival**

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

## **FIRE-119-Fire Behavior and Combustion**

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Identify physical properties of the three states of matter.	1, and 7
2	Categorize the components of fire.	1, and 7
3	Explain the physical and chemical properties of fire.	1, and 7
4	Describe and apply the process of burning.	1, and 7
5	Define and use basic terms and concepts associated with the chemistry and dynamics of fire.	1, and 7
6	Discuss various materials and their relationship to fires as fuel.	1, and 7
7	Demonstrate knowledge of the characteristics of water as a fire suppression agent.	1, and 7
8	Articulate other suppression agents and strategies.	1, and 7
9	Compare other methods and techniques of fire extinguishments.	1, and 7

## Program Outcome #1

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

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
FIRE 115	Firefighter I & II	1	11	Sections: 1 Students: 11	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 0 PT: 1	Yes

### Face to Face Sections

<b>Practical Examination: Understands Topic</b>	2.4
<b>Practical Examination: Presentation skill (articulation of skill)</b>	2.5
<b>Practical Examination: Presentation skill (teamwork)</b>	2.8
<b>Practical Examination: Ability to do skill in a timely manner</b>	3.0
<b>Written Examination: (Understanding topics)</b>	2.4

## Program Outcome 1 Rubric

**Course:** FIRE 115 Firefighter I & II

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

<b>Expectations</b>	<b>No Evidence</b>	<b>Novice 1 point</b>	<b>Competent 2 points</b>	<b>Mastery 3 points</b>
<b>Practical Examination: Understands Topic</b>	Does not understand skill topics	Scores 1-5 on skill	Scores 6-8 on skill	Scores 9-10 on skill
<b>Practical Examination: Presentation skill (articulation of skill)</b>	Does not understand skill topics	Scores 1-5 on skill	Scores 6-8 on skill	Scores 9-10 on skill
<b>Practical Examination: Presentation skill (teamwork)</b>	Does not understand skill topics	Scores 1-5 on skill	Scores 6-8 on skill	Scores 9-10 on skill
<b>Practical Examination: Ability to do skill in a timely manner</b>	Does not understand skill topics	Scores 1-5 on skill	Scores 6-8 on skill	Scores 9-10 on skill
<b>Written Examination: (Understanding topics)</b>	Does not understand skill topics	Student scores 60-74% on exam	Student scores 75-85% on exam	Student scores 86-100% on exam

## Program Outcome #2 Awareness

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

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved ?
FIRE 118	Hazardous Materials Awareness	1	10	Section s: 1 Student s: 10	Section s: 0 Student s: 0	Section s: 0 Student s: 0	FT: 0  PT: 1	Yes

### Face to Face Sections

Given incident parameters (wind speed, direction etc.) provide on the scenario map a safe location for incident survey.	2.4
Using available reference material detect the presence of hazardous material/WMDs by identifying the United Nations/North American Identification number, type of placard or other distinguishing markings.	2.7
Using available reference material collect hazard information for each hazardous material/WMD detected.	2.5
Using available reference material record protective actions for each hazardous material/WMD.	2.6

## Program Outcome 2 Rubric

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

**Artifact:** Essay over simulated incident response

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

## Program Outcome #2 Operations

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

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved ?
FIRE 118	Hazardous Materials Operations	1	10	Section s: 1 Student s: 10	Section s: 0 Student s: 0	Section s: 0 Student s: 0	FT: 0  PT: 1	Yes

### Face to Face Sections

Given the incident scenario analyze the scope of the problem by surveying the hazardous materials/WMD incident to determine any release, collect hazard data from available resources, predict the likely behavior of the hazardous material/WMD and its container and estimate the potential harm.	2.7
Given the incident scenario develop a plan of action for initial response by describing the response objectives, response options for each objective, determine whether personal protective equipment provided in the scenario is appropriate, and describe decontamination procedures.	2.4
Describe the implementation of scene control procedures, evidence preservation (if criminal or terrorist), Incident command and emergency decontamination.	2.2
Evaluate the actions taken in accomplishing the response objectives and describe under which conditions it would be prudent to withdraw from the hazardous material/WMD incident.	2.1



## Program Outcome 2 Rubric

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

**Artifact:** Essay over simulated incident response

Expectations	No Evidence	Novice 1 point	Competent 2 points	Mastery 3 points
<b>Given the incident scenario analyze the scope of the problem by surveying the hazardous materials/WMD incident to determine any release, collect hazard data from available resources, predict the likely behavior of the hazardous material/WMD and its container, and estimate the potential harm.</b>	Evidence indicates the inability to determine any release, gather proper information (using available reference materials) or to determine the likely behavior of hazardous material/WMDs and its container.	Evidence indicates inability to determine any release, gather proper information (using available reference material) or to determine the likely behavior of hazardous material/WMD, and its container.	Evidence indicates the ability to gather most information (using available reference material) about hazardous material/WMDs determine any release and may or may not predict the likely behavior of the material or container and may or may not estimate the potential harm.	Evidence indicates the ability to gather all pertinent hazard information (using available reference material), determines material leaking, predicts the likely behavior of the hazardous material/WMD and estimates the potential harm.
<b>Given the incident scenario develop a plan of action for initial response by describing the response objectives, response options for each objective, determine whether personal protective equipment provided in the scenario is appropriate, and describe decontamination procedures.</b>	Evidence indicates inability to detect/identify any hazardous materials/WMDs using available reference materials.	Evidence indicates inability to develop a thorough plan of action, describe response objectives, and determine applicability of personal protective equipment and decontamination procedures.	Evidence indicates ability to develop a plan of action, describe most response objectives, and determine applicability of personal protective equipment and most decontamination procedures.	Evidence indicates the ability to develop a thorough plan of action, describe response objectives, determine applicability of personal protective equipment and describes decontamination procedures.
<b>Describe the implementation of scene control procedures, evidence preservation (if criminal or terrorist), Incident command and emergency decontamination.</b>	Evidence indicates inability to correctly collect hazard information for each hazardous material/WMDs using available reference materials.	Evidence indicates the inability to describe scene control, evidence preservation, and or the incident command and emergency decontamination.	Evidence indicates the ability to describe most aspects of scene control, evidence preservation, incident command and emergency decontamination.	Evidence indicates a strong ability to describe scene control, evidence preservation, incident command and emergency decontamination.
<b>Evaluate the actions taken in accomplishing the response objectives and describe under which conditions it would be prudent to withdraw from the hazardous material/WMS incident.</b>	Evidence indicates inability to correctly record protective actions for any hazardous material/WMDs using available reference materials.	Evidence indicates inability to evaluate actions taken to accomplish the response objectives and describe under which conditions it would be prudent to withdraw from the hazardous material/WMD incident.	Evidence indicates the ability to evaluate most actions taken to accomplish the response objectives and describe most conditions under which it would be prudent to withdraw from the hazardous materials/WMD incident.	Evidence indicates a strong ability to evaluate actions taken to accomplish the response objectives and describe conditions under which it would be prudent to withdraw from the hazardous materials/WMD incident.

### Program Outcome #3

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

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
FIRE 226	Principles of Emergency Services Safety and Survival	0	0	Sections : 1 Students : 5	Sections: 0 Students: 0	Sections : 0 Students : 0	FT: 0 PT: 1	Yes

#### Face to Face Sections

The Student shall explain AND demonstrate the procedure for dismounting the apparatus at the scene.	3.0
The student shall explain AND demonstrate the process of setting up a "SAFE ZONE" utilizing vehicle positioning, lighting devices, and traffic flow barriers.	2.6
The student shall describe AND demonstrate the process of placing ground ladders in position to allow for firefighting/rescue efforts above ground level.	2.6
The student will, when given the order, shall locate and select the correct tool or appliance.	2.7

## Program Outcome 3 Rubric

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

**Artifact:** Practical skills test simulating fire ground environment

Expectations	No Evidence	Novice 1 point	Competent 2 points	Mastery 3 points
The Student shall explain AND demonstrate the procedure for dismounting the apparatus at the scene.	The student displays no knowledge of the subject OR performs an unsafe act	The student displays limited knowledge of the subject OR performs an unsafe act.	The student displays a moderate level of subject knowledge and may not explain entire process but performs the task safely.	The student displays a high level of subject knowledge. The student can explain AND successfully perform the task completely.
The student shall explain AND demonstrate the process of setting up a "SAFE ZONE" utilizing vehicle positioning, lighting devices, and traffic flow barriers.	The student displays no knowledge of vehicle positioning, scene lighting, or placing traffic flow barriers OR performs an unsafe act.	The student displays limited knowledge of vehicle positioning, scene lighting, and placing traffic flow barriers OR performs an unsafe act.	The student displays a moderate level of subject knowledge but does not explain the entire process OR demonstrate proper vehicle positioning, scene lighting, and placing traffic flow barriers.	The student displays a high level of subject knowledge. The student can explain AND successfully demonstrate vehicle positioning, scene lighting, and placing traffic flow barriers.
The student shall describe AND demonstrate the process of placing ground ladders in position to allow for firefighting/rescue efforts above ground level.	The student displays no subject knowledge of ground ladders, proper positioning of ladders and use of ladders OR performs an unsafe act.	The student displays limited subject knowledge of ground ladders, proper positioning of ladders and use of ladders OR performs an unsafe act.	The student displays a moderate level of subject knowledge but cannot describe OR demonstrate the process of proper positioning and use of ground ladders	The student displays a high level of subject knowledge. The student can describe AND successfully demonstrate the process of proper positioning and use of ground ladders.
The student will, when given the order, shall locate and select the correct tool or appliance.	The student displays limited knowledge of tool/appliance selection, location OR performs an unsafe act.	The student displays limited knowledge of tool/appliance selection, location OR performs an unsafe act.	The student displays a moderate level of knowledge of tools/appliances but may not know the proper location.	The student displays a high level of subject knowledge AND selects the proper tool/appliance in the proper location

## Program Outcome #4

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

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
FIRE 119	Fire Behavior and Combustion	1	5	<b>Sections:</b> 1 <b>Students:</b> 5	<b>Sections:</b> 0 <b>Students:</b> 0	<b>Sections:</b> 0 <b>Students:</b> 0	<b>FT:</b> 0 <b>PT:</b> 1	Yes

### Face to Face Sections

Describe the type of Hostile Fire Event that had occurred and how you made that determination.	3.0
List at least four actions by the victims that may have led to their being injured.	2.2
List at least four actions by other personnel on the scene that may have led to the victim's injuries.	2.6
List at least four recommendations that can prevent such injuries from happening in the future.	2.2

## Program Outcome 4 Rubric

**Course:** FIRE 119 Fire Behavior and Combustion

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

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

## Program Outcome #5

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

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
FIRE 126	Principles of Emergency Services	1	7	Section s: 1 Student s: 7	Sections : 0 Students : 0	Sections : 0 Students : 0	FT: 0 PT: 1	Yes

### Face to Face Sections

Student will successfully perform in the driving simulator by driving an emergency vehicle on a selected response. The student must use warning lights, siren, horn, and obey applicable statutes to successfully arrive at a given address.	1.4
Student will appear and respond to questions provided by a (mock) emergency services interview board.	2.1
Student will research and correctly answer the review questions at the end of each chapter of the text completely and correctly.	2.5
Student will correctly answer questions provided on a comprehensive examination based on the text.	2.0

## Program Outcome 5 Rubric

**Course:** FIRE 126

**Artifact:** Comprehensive Written Examination

<b>Expectations</b>	<b>No Evidence</b>	<b>Novice 1 point</b>	<b>Competent 2 points</b>	<b>Mastery 3 points</b>
<b>Student will successfully perform in the driving simulator by driving an emergency vehicle on a selected response. The student must use warning lights, siren, horn, and obey applicable statutes to successfully arrive at a given address.</b>	Student did not perform assigned task	Student performed task inadequately failing to meet at least 3 of the required items listed in the expectations	Student displayed ability to perform the task adequately while failing no more than 2 of the 5 required items listed in the expectations.	Student performed the task displaying superior ability with no errors.
<b>Student will appear and respond to questions provided by a (mock) emergency services interview board.</b>	Student did not participate.	Student performed task but did not appear prepared to answer questions. Student did not make eye contact with board members, did not answer all questions, or answers to questions were incomplete.	Student performed task, appeared prepared, and answered all questions completely but made verbal, non-verbal errors and had limited eye contact with board members.	Student performed task, and answered all questions making no verbal or non-verbal errors while keeping good eye contact with board members.
<b>Student will research and correctly answer the review questions at the end of each chapter of the text completely and correctly.</b>	Student did not perform the task.	Student performed the task displaying minimal knowledge of the subject matter with a score of 60-69%.	Student performed the task displaying satisfactory knowledge of the subject matter with a score of 70-89%.	Student performed the task displaying outstanding knowledge of the subject matter with a score of 90-100%.
<b>Student will correctly answer questions provided on a comprehensive examination based on the text.</b>	Student did not perform the task.	Student performed the task displaying minimal knowledge of the subject matter with a score of 60-69%.	Student performed the task displaying satisfactory knowledge of the subject matter with a score of 70-89%.	Student performed the task displaying outstanding knowledge of the subject matter with a score of 90-100%.

## **Program Outcome #6**

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

**This outcome will be removed by curriculum committee**



## Program Outcome #7 (Not Assessed)

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

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
FIRE 235	Fire Detection and Suppression	0	0	Sections: 0 Students: 0	Sections : 0 Students : 0	Sections : 0 Students : 0	FT: 0  PT: 0	No

### Face to Face Sections

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

## Program Outcome 7 Rubric

**Course:** FIRE 235 Fire Protection Systems

**Artifact:** Case Study Review of Large Loss Fire

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

## Summary of Results

Only one section per class and four different instructors were involved in the assessments of the learning outcomes for the Fire Science program. All of the classes were delivered as face-to-face delivery. Three adjunct instructors were used to assess outcomes 1-5. Student artifacts were collected for the following classes, FIRE-115 (Outcome-1), FIRE-118 (Outcome-2), FIRE-226 (Outcome-3) FIRE-119 (Outcome-4), FIRE-126 (Outcome-5). Artifacts were collected late in the semester as was reasonable to ensure students had the maximum exposure to the required knowledge and information available to address the outcome.

**FIRE-115** (Firefighter I & II) is a skills based course the student artifact used is the Missouri Division of Fire Safety Skills book and a written exam. Each skill is assessed during the course by the instructor (See skills book and skills verification page). **The Program outcome (sent to curriculum committee) will be changed for the next offering of this course (see proposed outcome changes).**

**FIRE-118** (Hazardous Materials Awareness and Operations) is much the same as FIRE-115 in the area of skills, the artifacts collected are an essay over a simulated incident response for Awareness and Operations and a written exam.

**FIRE-226** (Principles of Emergency Services Safety and Survival), the artifact collected was a combination of practical skills and a written essay. **This Program outcome (sent to curriculum committee) and grading rubric will be changed for the next offering of this course (see proposed outcome changes).**

**FIRE-119** (Fire Behavior and Combustion), the artifact collected was a case study of Firefighter line of duty death. **This Program outcome (sent to curriculum committee)**

**will be changed for the next offering of this course (see proposed outcome changes).**

**FIRE-126** (Principles of Emergency Services), the artifact collected was a comprehensive written examination. **This Program outcome (sent to curriculum committee) will be changed for the next offering of this course (see proposed outcome changes).**

The target score for each learning outcome is a 2.0 which reflects a competent level of skill. For 2016-2017 the composite scores for program outcomes 1- 5 were all at or above the 2.0.

Following are the resulting composite scores for the 2016-2017 year:

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

Overall score 2.65 (last year 2.26)

The firefighter I & II course is somewhat different than courses that deal only with theoretical material. This course is based on retention of the knowledge taught in the classroom to perform practical skills. All skills are taught then practiced until the student is comfortable performing the skill. Assessments are drawn from the ability of students to perform these skills. All students participate in the skills portion of the class so all students participate in assessment. Noting that student's scores were in the 2.65 level (which is the target area) it is our goal is to improve the scores toward the 3.0 level. **We have implemented with the fall-17 class a quarterly review. Students are brought in to meet with the instructors, program manager and the Dean of Student Affairs. Each student is apprised of their quiz scores, practical skills ability strengths and weaknesses'. This gives the student the ability to correct any academic or skills**

**difficulties before the end of the class. This Program outcome (sent to curriculum committee) will be changed for the next offering of this course (see proposed outcome changes).**

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

**Awareness** Overall score 2.55 (last year 2.50). **Operations** Overall score 2.35 (last year 2.25)

The data from this group indicates that the students understood the basics of dealing with a hazardous materials incident during the incipient phase. This course includes academic as well as practical skills. All students participated in the assessment and in both portions of the class reached the target area (Awareness 2.55 and Operations 2.35).

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

Overall score 2.73

The data from this group indicates that the students understood the basics of fire ground operations. **This Program outcome (sent to curriculum committee) will be changed for the next offering of this course (see proposed outcome changes).**

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

Overall score 2.5

The data for this course indicated that students hostile Fire events and their cause. **This Program outcome (sent to curriculum committee) will be changed for the next offering of this course (see proposed outcome changes).**

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

Overall score 2.05

The data collected indicated that students reached the competent level. **This Program outcome (sent to curriculum committee) will be changed for the next offering of this course (see proposed outcome changes).**

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

**This outcome not assessed in this program. And will be removed.**

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

Overall score

**This outcome was not assessed.**

## **Summary of Analysis**

Noting that we are still transitioning from the old classes to the FESHE (Fire and Emergency Services Higher Education) model the overall scores were good. As noted above we have submitted to the curriculum committee changes to several of the outcomes to better reflect actual class material. We had initially tried to use the old outcomes with the new classes but to no avail, they simply did not reflect new course material.

Given that we have initiated a quarterly review (fall-2017) of student performance in the FIRE-115 class, my expectations are that we will achieve mastery level. We have also added several new practical skills props that have had a direct impact on students grasping the skills. I have included the pass fail rate for FIRE-115 State Certification exams. While they are not assessed in the academic program they do reflect where we wish to go and that is a 100% pass rate for State Certification.

## **Additional Summary Notes**

**Anomalies in the results that were noticed:** None

**Were changes needed to improve student learning?** Revising the program outcomes to properly reflect the course material and revision of grading rubrics along with the quarterly review

**Patterns in the data observed:** None

## Use of Results for Improvement

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

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

Given that we have initiated a quarterly review (fall-2017) of student performance in the FIRE-115 class, my expectations are that we will achieve mastery level. We have also added several new practical skills props that have had a direct impact on students grasping the skills. I have included the pass fail rate for FIRE-115 State Certification exams. While they are not assessed in the academic program they do reflect where we wish to go and that is a 100% pass rate for State Certification. Since this is the first round of FESHE (Fire and Emergency Services Higher Education) classes the overall scores were good. Since we have started the quarterly reviews for FIRE-115 and they seem to be working well, I will try to do reviews for each fire class. This should boost overall scores.



# Three Rivers College

THE COMMUNITY COLLEGE OF SOUTHEAST MISSOURI

## Forestry Technology AAS Program Level SLO Report

\* The Forestry Technology program received a new program manager in 2017. In lieu of the 2016-2017 report, the manager will begin evaluation of strengths, challenges, and opportunities within the current curriculum. Upon completion of this evaluation, an assessment plan will be implemented and reporting of this program will continue.

# **Three Rivers College**

THE COMMUNITY COLLEGE OF SOUTHEAST MISSOURI

**IT Specialist AAS**  
**Program Level SLO Report**  
**Heather Carlton – Program Manager**  
**June 2017**

**2016-2017**

## **Program Purpose Statement**

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

## **Program Outcomes**

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

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

Fall 2016 marks the beginning of the second year of the first "cohort" under the new curriculum.

Spring 2017 marks the end of our first "cohort" under the new curriculum. All course revisions and new courses have been taught at least one time with curriculum changes made in Spring 2014. Also in Spring 2017, the program learning outcomes were adjusted according to SLIC committee comments and to create more measureable learning outcomes for students. Fall 2017 marks the beginning of our second "cohort" under the new curriculum.

# IT Specialist Course Mapping

Course Student Learning Outcomes (Program Outcome Ties in Parenthesis)

## MST 115 IT Essentials

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

## MST 117 Linux Essentials

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

11	Describe where data is stored on a Linux system.	4
12	Demonstrate how to query vital network settings for a Linux computer on a Local Area Network.	4
13	List and describe types of users on a Linux system.	4
14	Create users and groups on a Linux system.	4
15	Manage Linux file permissions and ownership.	4
16	Define and identify special Linux directories and file.	4

### **MST 118 Introduction to Networking**

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

### **MST 128 Networking: Routing and Switching**

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

## MST 135 Customer Service and Support

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

## MST 217 Network Security

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

## MST 218 Server Administration

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

## MST 219 Advanced Server Administration

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

## MST 225 Scaling Networks

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Configure and troubleshoot DHCP and DNS operations for IPv4 and IPv6.	2,3,5
2	Describe the operations and benefits of the Spanning Tree Protocol (STP).	2,3,5
3	Configure and troubleshoot STP operations.	2,3,5
4	Describe the operations and benefits of link aggregation and Cisco VLAN Trunk Protocol (VTP).	2,3,5
5	Configure and troubleshoot basic operations of routers in a complex routed network for IPv4 and IPv6.	2,3,5
6	Configure and troubleshoot advanced operations of routers and implement RIP, OSPF, and EIGRP routing protocols for IPv4 and IPv6.	2,3,5
7	Manage Cisco IOS® Software licensing and configuration files.	2,3,5

## MST 226 Connecting Networks

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

## MST 227 IT Programming

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

## MST 235 IT Practicum and Survey

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Configure Microsoft Windows Server and its various roles.	4,5
2	Design and plan a Microsoft Active Directory instance.	1,2,4,5
3	Install, configure, and manage Microsoft Windows Server infrastructure for Active Directory, file/print, DNS, Exchange, DHCP, Network Printing, and Remote Access.	4,5
4	Design, configure, and implement network switch installation using subnets and VLANs.	1,2,4,5
5	Design and implement network security measures on servers and switches.	1,2,4,5
6	Troubleshoot server operation and network connectivity issues using lab environments created in the classroom.	2,3
7	Configure and implement a Microsoft Hyper-V hypervisor and virtual machines for Windows Server using Command Line.	2,4,5
8	Define and implement a role-based security model and permissions in the classroom lab environment.	1,2,4,5
9	Develop and communicate an IT infrastructure plan including components, costs, and implementation steps required appropriate for a business management review.	1,2,3,4,5

## MST 197 Coordinated Internship I

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



## MST 297 Coordinated Internship II

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

## Program Outcome #1

Demonstrate the ability to verbally and nonverbally communicate.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
MST 135	IT Customer Service & Support	1	15	Sections: 1 Students: 15	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 0	Yes
MST 235	IT Practicum & Survey	1	8	Sections: 1 Students: 8	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 0 PT: 1	Yes

**Course being reported:** MST 135 IT Customer Service and Support

**Artifact:** Technical Writing & Presentation Project

Face to Face Sections	
Demonstrate effective and professional verbal and written communication in an information technology environment.	38% scored Competent and Mastery
Present professional documents relative to the information technology industry.	46% scored Competent and Mastery

\*The percentage based on 5 out of 13 students participating in assignment scored 80% or higher.

Criteria	No Evidence	Novice	Competent	Mastery	Total Students
	0%	60%	80%	100%	
CLO 1: Recognize the importance of and demonstrate effective and professional verbal and written communication in a business/information technology environment. (PLO 1)	2	8	5	0	15
CLO 2: Create professional documents and presentations relative to the information technology industry. (PLO 1)	2	7	5	1	15

MST 135 IT Customer Service & Support – This course was taught face-to-face class in Spring 2017. There were 15 students in this course; however, only 13 students completed the assessment artifact. One student did not show up on presentation day and the other student travelled out of the country for an extended visit with family. The assessment artifact was a technical writing and presentation project. The assignment sheet and rubric are attached at the end of this document. The purpose of this assignment is for students

to create professional documents and presentations relative to the information technology industry. The following information is based on the assessment rubric for the assignment. This course is taught in the second semester in the first year of the program. (Spring Semester/Year One)

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

MST 135 Rubric:

	No Evidence	Novice	Competent	Mastery
<b>Formal Writing</b>	2	8	5	0
<b>Present information in technical specific language</b>	2	7	5	1
<b>Present information in an informal language</b>	2	7	5	1
<b>Access information</b>	2	7	5	1
<b>Use information appropriately to accomplish a specific purpose</b>	2	8	5	0
<b>Evaluate information and sources critically</b>	2	8	5	0
<b>Clarity of Ideas</b>	2	8	5	0
<b>Coherent Organization</b>	2	8	5	0
<b>Effective Communication</b>	2	8	5	0

**Course being reported:** MST 235 IT Practicum and Survey

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

<b>Face to Face Sections</b>	
<b>Develop and communicate an IT infrastructure plan including components, costs, and implementation steps required appropriate for a business management review.</b>	63% scored Competent

\*The percentage based on 5 out of 8 students participating in assignment scored 80% or higher.

Criteria	No Evidence	Novice	Competent	Mastery	Total Students
	0%	60%	80%	100%	
CLO 8: Develop and communicate an IT infrastructure plan including components, costs, and implementation steps required appropriate for a business management review. (PLO 1)	0	3	5	0	8

MST 235 IT Practicum and Survey – For the face-to-face class all 8 students completed this assignment. This assessment artifact for this course is a series of instructor-created, hands-on projects. The purpose of these assignments are for students to develop and communicate an IT infrastructure plan including components, costs, and implementation steps appropriate for a business management review. The following information is based on the assessment rubric for the assignment. This course is taught in the last semester of the last year of the program. (Spring Semester/Year Two)

MST 235 Rubric:

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

Criteria	No Evidence	Novice	Competent	Mastery	Total Students
	0%	60%	80%	100%	
CLO 3: Perform a step-by-step assembly of a desktop computer. (PLO4)	2	4	8	1	13
CLO 5: Install and navigate an operating system. (PLO4)	2	1	10	1	13

## Program Outcome #2

Apply skills learned to troubleshoot computer and network issues.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
MST 115	IT Essentials	1	15	Sections: 1 Students: 15	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 0	Yes
MST 118	Introduction to Networking	1	15	Sections: 1 Students: 15	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 0	Yes
MST 235	IT Practicum & Survey	1	8	Sections: 1 Students: 8	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 0 PT: 1	Yes

**Course being reported:** MST 115 IT Essentials

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

Face to Face Sections	
CLO 3: Perform a step-by-step assembly of a desktop computer. (PLO4)*	69% scored Competent and Mastery
CLO 5: Install and navigate an operating system. (PLO4)*	77% scored Competent and Mastery

\*The percentage based on 9 out of 13 students participating in assignment scored 80% or higher.

\*\*Two students did not complete this assignment.

MST 115 IT Essentials – This course was taught in Fall 2016 and was delivered face-to-face class. The assessment artifact for this course is a series of hands-on labs performed by students. These labs have students disassemble and reassemble a personal computer and install an operating system. The labs are located in the back of this document. The following information is based on the assessment rubric for the assignment. All coursework is provided by Cisco and prepares students for the A+ Certification exam. This course is taught the first semester of the first year of the program. (Fall Semester/Year One)

Note: The IT Specialist program adopted Cisco curriculum in six core courses. Cisco is the industry leader in networking equipment and knowledge – curriculum is updated on a

regular basis that keeps pace with an every changing industry. Cisco also offers nationally-recognized industry certifications. Additionally, instructors must complete a Cisco instructor training course in order to receive and teach the curriculum. This course utilizes learning objectives and curriculum created by Cisco.

MST 115 Rubric:

	<b>No Evidence</b>	<b>Novice</b>	<b>Competent</b>	<b>Mastery</b>
<b>Configuration</b>	2	4	8	1
<b>Problem Analysis</b>	4	1	9	1
<b>Troubleshoot Issues using the CISCO theory</b>	4	1	9	1
<b>Proper Application of the OSI Model</b>	4	1	9	1
<b>Analyze Evidence</b>	2	4	8	1
<b>Analyze Assumptions</b>	2	4	8	1
<b>Formulate Judgments &amp; Solutions</b>	2	6	6	1

**Course being reported:** MST 118 Introduction to Networking

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

MST 118 Introduction to Networking – This course was taught in Fall 2016 and was delivered online; however, the instructor did meet with student face-to-face to teach and review subnetting content. The assessment artifact for this course is a hands-on lab performed by students. This lab requires students build a computer network using routers and switches. This assignment was not completed by students so this learning outcome was not assessed. The instructor spent more time on subnetting so students would be more successful with the next course, MST 128 Networking: Routing and Switching. Students must understand and be able to subnet in order to complete coursework. All coursework is provided by Cisco. MST 118 and MST 128 prepares students for the Cisco Certified Entry Network Technician (CCENT) exam. A CCENT certification means students have the knowledge and skill to install, operate, and troubleshoot a small network and have basic network security knowledge.

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

**Course being reported:** MST 235 IT Practicum & Survey

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

Face to Face Sections	
CLO 1: Configure Microsoft Windows Server and its various roles. (PLO 4)	100% scored Competent or Mastery
CLO 3: Install, configure, and manage Microsoft Windows Server infrastructure for Active Directory, file/print, DNS, Exchange, DHCP, Network Printing, and Remote Access. (PLO 4)	100% scored Competent or Mastery
CLO 4: Design, configure, and implement network switch installation using subnets and VLANs. (PLO 4)	100% scored Competent or Mastery



CLO 5: Design and implement network security measures on servers and switches. (PLO 4)	100% scored Competent or Mastery
CLO 6: Troubleshoot server operation and network connectivity issues using lab environments created in the classroom. (PLO 2, 4)	100% scored Competent or Mastery
CLO 7: Configure and implement a Microsoft Hyper-V hypervisor and virtual machines for Windows Server using Command Line. (PLO 4)	100% scored Competent or Mastery

\*The percentage based on 8 students participating in assignment scored 80% or higher

MST 235 IT Practicum and Survey – For the face-to-face class all 8 students completed this assignment. Project 5 addressed the majority of this program learning outcome – some components directly and others indirectly. Project 5 indirectly addressed PLO2 in the fact that students had to solve their own network and server issues. Such issues are pretty much inevitable when students are setting up things like this. If something did not work, they had to figure out why and correct the issue. The assignment sheet is attached at the end of this document.

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

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

MST 235 Rubric:

	<b>No Evidence</b>	<b>Novice</b>	<b>Competent</b>	<b>Mastery</b>
<b>Configuration</b>	0	0	7	1
<b>Problem Analysis</b>	0	0	7	1
<b>Troubleshoot Issues using the CISCO theory</b>	0	0	7	1
<b>Proper Application of the OSI Model</b>	0	0	7	1
<b>Analyze Evidence</b>	0	0	7	1
<b>Analyze Assumptions</b>	0	0	7	1
<b>Formulate Judgments &amp; Solutions</b>	0	0	7	1

### Program Outcome #3

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

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
MST 115	IT Essentials	1	13	Sections: 1 Students: 13	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 0	Yes

**Course being reported: MST 115 IT Essentials**

**Artifact:** Chapter exams for computer components, networking and troubleshooting.

Face to Face Sections	
CLO 1: Define information technology (IT) and describe the components of a personal computer.	77% scored Competent and Mastery
CLO 4: Explain the purpose of preventive maintenance and identify the elements of the troubleshooting process.	91% scored Competent and Mastery
CLO 11: Assess customer needs, analyze possible configurations, and provide solutions or recommendations for hardware, operating systems, networking, and security.	83% scored Competent and Mastery

\*The percentage based on 13 students participating in assignment.

MST 115 IT Essentials – This course was taught in Fall 2016 and was delivered face-to-face class. The assessment artifact for this course is a series of labs performed by students. These labs have students disassemble and reassemble a personal computer and install an operating system. The labs are located in the back of this document. The following information is based on the assessment rubric for the assignment. All coursework is provided by Cisco and prepares students for the A+ Certification exam. This course is taught the first semester of the first year of the program. (Fall Semester/Year One)

Note: The IT Specialist program adopted Cisco curriculum in six core courses. Cisco is the industry leader in networking equipment and knowledge – curriculum is updated on a

regular basis that keeps pace with an every changing industry. Cisco also offers nationally-recognized industry certifications. Additionally, instructors must complete a Cisco instructor training course in order to receive and teach the curriculum. This course utilizes learning objectives and curriculum created by Cisco.

MST 115 Rubric:

	<b>No Evidence</b>	<b>Novice</b>	<b>Competent</b>	<b>Mastery</b>
<b>Knowledge of computer hardware</b>	2	3	9	1
<b>Assembly and Disassembly</b>	2	3	9	1
<b>Knowledge of computer software</b>	4	1	9	1
<b>Troubleshooting</b>	3	2	9	1

## Program Outcome #4

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

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
MST 118	Introduction to Networking	1	15	Sections: 1 Students: 15	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 0	Yes
MST 225	Scaling Networks	1	8	Sections: 1 Students: 8	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 0 PT: 1	Yes
MST 235	IT Practicum & Survey	1	8	Sections: 1 Students: 8	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 0 PT: 1	Yes

**Course being reported:** MST 118 Introduction to Networking

**Artifact:** Chapter exams over network configuration and protocols.

Face to Face Sections	
CLO 1: Describe the devices and services used to support communications in data networks and the Internet. (PLO 4)	57% scored Competent or Mastery
CLO 2: Describe the role of protocol layers in data networks. (PLO 4)	57% scored Competent or Mastery

MST 118 Introduction to Networking – This course was taught in Fall 2016 and was delivered online; however, the instructor did meet with student face-to-face to teach and review subnetting content. The assessment artifact for this course is a series of chapter exams completed by students. This chapter exams covered basic networks, network protocols, and troubleshooting. The instructor spent more time on subnetting so students would be more successful with the next course, MST 128 Networking: Routing and Switching. Students must understand and be able to subnet in order to complete

coursework. All coursework is provided by Cisco. MST 118 and MST 128 prepares students for the Cisco Certified Entry Network Technician (CCENT) exam. A CCENT certification means students have the knowledge and skill to install, operate, and troubleshoot a small network and have basic network security knowledge. (Fall Semester/Year One)

MST 118 Rubric:

	No Evidence	Novice	Competent	Mastery
<b>Knowledge of network hardware</b>	1	6	7	1
<b>Assembly and Disassembly</b>	1	6	7	1
<b>Knowledge of network software</b>	1	6	7	1
<b>Troubleshooting</b>	1	6	7	1

**Course being reported:** MST 225 Scaling Networks

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

<b>Face to Face Sections</b>	
CLO 5: Configure and troubleshoot basic operations of routers in a complex routed network for IPv4 and IPv6. (PLO 2, 4)	75% scored Competent or Mastery

MST 225 Scaling Networks – This course was taught in Fall 2016 and was delivered face-to-face. The assessment artifact for this course is a hands-on lab performed by students. This lab requires students configure and troubleshoot basic operations of routers and switches in a complex routed network for IPv4 and IPv6. All coursework is provided by Cisco. MST 225 Scaling Networks and MST 226 Connecting prepares students for the Cisco Certified Network Associate (CCNA) exam. A CCNA certification means students have the knowledge of foundational technologies but prepare them to adopt next generation technologies. This course is taught the first semester of the first year of the program. (Fall Semester/Year Two)

MST 225 Rubric:

	No Evidence	Novice	Competent	Mastery
Knowledge of network hardware	0	2	5	1
Assembly and Disassembly	0	2	5	1
Knowledge of network software	0	2	5	1
Troubleshooting	0	2	5	1

**Course being reported:** MST 235 IT Practicum and Survey

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

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

MST 235 was taught face-to-face in Spring 2017. This course does not have a textbook. The instructor created all five projects to align with course learning objectives which also aligned with advisory committee recommendations. There were no grading rubrics used; however, students were assessed and were considered passing the assignment if they completed all tasks. The following information is based on the assessment rubric for the assignment. This course is taught in the last semester of the last year of the program. (Spring Semester/Year Two)

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

MST 235 Rubric:

	No Evidence	Novice	Competent	Mastery
<b>Knowledge of network hardware</b>	0	0	8	0
<b>Assembly and Disassembly</b>	0	0	8	0
<b>Knowledge of network software</b>	0	0	8	0
<b>Troubleshooting</b>	0	0	8	0



## Summary of Results

This report is the program level student learning outcomes for Information Technology (IT) Specialist AAS and one-year certificate programs. The data and information has been collected and analyzed from the Fall 2016 and Spring 2017 semesters. Artifacts collected came from the following courses: MST 115 IT Essentials, MST 118 Introduction to Networking, MST 135 IT Customer Service and Support, MST 225 Scaling Networks and MST 235 IT Practicum and Survey.

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

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

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

Year One/Semester One	Year One/Semester Two
MST 115 IT Essentials – A+ Certification	MST 128 Networking: Routing & Switching – Cisco CCENT Certification
MST 117 Linux Essentials – Linux+ Certification	MST 135 IT Customer Service & Support
MST 118 Introduction to Networking	MST 217 Network Security
MST 227 IT Programming	MST 197 Internship Project I

In FY16, the program manager reported time management and students' comprehension of Cisco material was an issue. All course materials, including textbooks, was delivered electronically via Cisco's learning management systems, Networking Academy (NetAcad). In FY17, time management and students acclimating to Cisco curriculum is still an issue. Cisco curriculum is written at an eighth grade level, but students were vocal about not understanding the material; so instructors are spending more time reviewing content to ensure student understand and retain information. All content was still delivered electronically via NetAcad but hard copy textbooks were made an optional purchase. Students complained that some types of financial aid will not pay for optional textbooks, so the program manager submitted curriculum paperwork to change all Cisco textbooks from optional purchase to required purchase. This was approved in April 2017.

In FY18, instructors will continue to use Cisco curriculum but will teach students how to interpret and questions on exams. (Cisco usually provides a couple of correct answer options and awards points based the number of correct options students choose.) This will also be a good skill for students taking the certification exams in MST 128 and MST 226. Beginning in Fall 2017, hard copy textbooks will be a required purchase so financial aid will pay for them.

Even though the Cisco curriculum is a stumbling block for students, all full-time and adjunct instructors have agreed to keep teaching to the Cisco standard. With exposure to Cisco in six core courses, students will continue acclimate and will possess the necessary skill set for entering the workforce.

There is one full-time instructor that teaches entry level courses and internships and two adjunct instructors teach the advanced courses. The adjunct instructor teaching three of the four networking courses resigned toward the end of the fall semester. He received a job promotion at his current employer and could no longer devote the necessary time to teaching. A replacement was hired in Spring 2017 but the new hire did not teach to the standard of Three Rivers and did not have a good rapport with students. Another hire was made in Summer 2017. This adjunct is a graduate of Three Rivers' Network Administration and Southeast Missouri's Telecommunication and Computer Networking programs. He has taken all four of the networking courses (MST 118, MST 128, MST 225 and MST 226).

### **MST 115 IT Essentials**

The instructor is working on classroom management to allow for as many hands-on activities as possible while still ensuring that students understand textbook content. Assessment results for this course are expected to be low and will be used as a baseline for student learning; however, the instructor will continue to improve content delivery and student learning.

### **MST 118 Introduction to Networking**

This class was supposed to be more of a theory and concept based course; however, students struggled understanding content. In Fall 2017, this course will be taught face-to-face. This format change should improve the student learning experience. Hands-on labs will be utilized to assess student learning while online simulations will be used to introduce content. These two features were lacking in the course in this report.

### **MST 135 IT Customer Service and Support**

This course was taught for the first time in Spring 2016 and was created as a direct result of advisory committee feedback. Through the Tech Scan process, advisory members stressed the importance of soft skills: customer service, hygiene, work ethics, interview skills, etc. This class contains learning modules include:

- IT Professional Guest Speakers
- Team Building/How to Work as a Team in an IT Department
- Customer Service

- How to Write Technical Reports
- How to Give a Professional Presentation
- How to Create a Network Schematics

Spring 2016 was the first time this course was taught and a mock interview learning module was used as the artifact for this course; however, this artifact did not accurately assess program and course learning outcomes. Therefore in Spring 2017, the instructor created a new artifact measuring technical writing and presentation skills. There were a total of fifteen students in this class and thirteen completed the assignment.

For this project, students were giving a technology device, create a project of their choice, write instructions on how to complete the project, disassemble it so another group could reassemble according to instructions, and give a presentation about their project. This artifact was more appropriate for the class; however, students' execution of the project was a disappointment. Less than 50% of students performed at competent and mastery level. It is important to note that this is the first course in which students' communication is assessed; so the results may be accurate. Students have only had two core courses prior to this course and they are both introduce basic fundamentals. Results from Spring 2017 will be used as a baseline.

When this course is taught again in Spring 2018, the instructor will create a new learning module prior to the assessment artifact assignment. The learning module will teach students about the technology and its use. Once familiar with the device, students will work in groups to use the device to solve a problem of their choice. They will design the solution using the device and write a technical paper describing the problem and solution. Students will then demonstrate the project to the class and give a presentation on their project. The grading rubric will also be refined and better align with the program assessment rubric. Hopefully these adjustments will capture student learning more accurately than assignment in Spring 2017.

Instructors for MST 135 and MST 225 need to collaborate on the MST 225 artifact so students are assessed appropriately and assessment rubrics are aligned. The PLO #1 Assessment Rubric needs to be refined before it is aligned with the artifact grading rubric.

### **MST 225 Scaling Networks**

This course was taught for the first time in Fall 2016 and is the third networking course in the IT Specialist degree program. At the beginning Fall 2016, there was very limited hands on training until the proper equipment was obtained. Once equipment was obtained, training and learning became much more efficient and real world. After the equipment arrived, student progressed well and the small student-to-teacher ratio worked best for optimal student learning.

In FY18, the instructor will focus on ore hands-on training so students become more familiar with all topics covered in course material. As class sizes are expected to increase, the instructor will devote more time preparing for the class and labs to keeps all students at the same learning level.

### **MST 235 IT Practicum and Survey**

MST 235 is taught each spring semester in conjunction with MST 297 Internship II. This course was created as a direct result of advisory committee feedback. In the IT program, students must complete two internships. In the old program, students complete one 240-clock hour internship but the new program requires two 120-clock hour internships. The first internship is completed after the first year of classes and the second in the final semester. If a student interns at a banking IT department for one internship, he/she must intern in another industry to fulfill the second internship. This allows students to see the similarities and differences from IT department across industries. As the advisory committee confirmed, in the internships students were not getting full access to company networks due to security concerns; therefore the practicum course was designed to fill the gap.

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

Overall, students seem to enjoy the class, and they appreciate the break from “traditional” type lecture-read-test classes. This is helpful, because they will be working in a less

structured environment in the business world. They will be given a project to accomplish and then have to just do it, without a lot of managerial help in many cases. The project format encourages students to do research on their own. In the first project, they must look up equipment that can be used to computerize one department of a business, including brands, models, and prices. Students appreciate that this is not just problems out of a book, but is a real-life approach, posing issues they can run into in the business world. Once thing I have done intentionally is force them to make decisions with incomplete information.

In FY18, the instructor will collaborate with program manager and other IT instructors to create assignments and rubrics similar to projects introduced in earlier core courses. Assignments to include more writing and presentation assignments with a focus on soft skills.

## Summary of Analysis

The revised IT Specialist program will begin its second “cohort” in Fall 2017. All courses have been taught at least once in the first two-year cycle. Therefore, in FY18 and FY19, the program manager (PM) feels it is appropriate to continue to focus on curriculum, refining PLO assessment rubrics, and hiring industry professionals as adjuncts.

The PM has hired industry professionals to teach the higher level courses but finding the “right” person has proved to be a challenge. Having said that, the PM will continue network with former students and other industry professionals to hire the appropriate people to teach and grow the program.

As reported in FY16, MST 115 and MST 118 students that perform at a competent level or higher persist within the program. Students falling below competent level are not attending classes, drop courses and/or drop the program. As students move through the program, their skill sets increase and are still performing at a competent or mastery level. Later in the program, students seem to be serious about completing their degrees and obtaining employment, so they are more focused on learning and disciplined in class attendance and assignment completion.

Instructors are focusing on curriculum and course delivery through FY17 and FY18. As curriculum is refined, course delivery and students performance should also improve. In FY18, students will begin to participate in certification exam boot camps to prepare them for the industry certification exams. The results of these exams will be used to further assess student learning and program success. The CCENT exam will be given as a final exam in MST 128 and MST 226. The CCENT will also serve as the technical skills assessment as required by Perkins grants and will be used in future SLO reports.

## **Additional Summary Notes**

### **Anomalies in the results that were noticed:**

There are three anomalies in this program: dropout rate, curriculum refinement, and student difficulty with Cisco content. The dropout rate in MST 115 and MST 118 is expected and will be used to cull out IT “hobbyist” and academically weak/less discipline students. Instructors are still refining curriculum and ensuring courses are sequenced appropriately with content and skills increasing as students persist through the program. Since Cisco sets the industry standard for IT, instructors have agreed to continue with the curriculum and will develop new ways for students to comprehend the content through online simulations and hands-on activities.

### **Were changes needed to improve student learning?**

Faculty is always evaluating and changing their courses according to student learning and performance. Gathering this data for this report will help to establish patterns. We should begin to see a pattern forming which will help faculty make data-informed decisions along with student feedback regarding course delivery and curriculum changes. IT program instructors actively and openly collaborate to ensure students receive the best learning experience and graduate from this program with the necessary skills to be successful in the IT industry.

### **Patterns in the data observed:**

MST 115 and MST 118 continue to “weed out” weaker students. Students that remain after these two classes persist within the program and graduate ready to join the workforce or transfer to a four-year university.



## Use of Results for Improvement

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

For the next reporting cycle (FY18) instructors will continue to focus on the following: 1) create grading and assessment rubrics for all artifacts required for program evaluation, 2) refine classroom/time management on curriculum delivery; 3) continue to refine curriculum to maximize student learning; and 4) continue open communication between faculty. The expectation is for all of these elements to increase student learning, strengthen curriculum, and engage students – all of which should reflect higher program assessment scores.

The program manager will continue to seek additional adjunct instructor for the industry. The plan is to expand this program into Kennett and Sikeston areas by FY20 but we need credentialed and experienced IT professionals with interpersonal skills and a passion for teaching to make this program expansion happen.

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

UPDATE: The advisory board for this program met on October 4, 2017. The minutes to this meeting are located in SPOL; however, the advisory board discussed implementing the following changes to the IT Specialist two-year program:

- Create four options for students: Servers, Network Security, Computer Networking, and Programming.
- All students would take the same first year core courses as in the program currently:
  - MST 115 IT Essentials
  - MST 118 Intro to Networking
  - MST 128 Networking: Routing & Switching
  - MST 135 IT Customer Service & Support
  - MST 217 Network Security
- In the second year, students would take core courses relative to their selected degree option.

Heather Carlton, Program Coordinator, has been tasked with researching these options and identifying option specific core courses to the next advisory meeting for the Board to approve.

# **Three Rivers College**

THE COMMUNITY COLLEGE OF SOUTHEAST MISSOURI

**Medical Laboratory Technology AAS**

**Program Level SLO Report**

**Dionne Thompson – Program Manager**

**2016-2017**

## **Program Purpose Statement**

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

## **Program Outcomes**

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

# Medical Laboratory Technology Course Mapping

Course Student Learning Outcomes (Program Outcome Ties in Parenthesis)

## MDLB 115 Introduction to Laboratory Sciences

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

## MDLB 118 Hematology and Coagulation

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

## MDLB 128 Clinical Microbiology

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

### **MDLB 138 Immunohematology**

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

### **MDLB 248 Clinical Chemistry**

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

### **MDLB 228 Immunology**

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

## **MDLB 245 Laboratory Sciences Seminar**

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

## **MDLB 296 Hematology and Coagulation Practicum**

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

## **MDLB 297 Clinical Chemistry Practicum**

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

## **MDLB 298 Immunohematology Practicum**

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

## **MDLB 299 Microbiology Practicum**

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



## **Program Outcome #1**

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

**Course being reported:** MDLB 245 Laboratory Sciences Seminar

Outcome #1 is not assessed in the freshman year of classes. And, thus is not evaluated for the 2016-2017 year. Data for Outcome one will be available in July of 2018.

Outcome #1 will be evaluated post-graduation using the national certification examination given by the American Society of Clinical Pathology (ASCP) Board of Certification (BOC). We will be looking at first time pass rates, and the core content scores. The Comprehensive Final over the entire MLT curriculum is given in MDLB 245 LABORATORY SCIENCES SEMINAR. BOC Certification exam is a points based exam with 400 = passing Total possible 999 (If you convert that to a percent = 40%)

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

## **Program Outcome #2**

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

Outcome #2 is evaluated in the sophomore year, 2017-2018, during the four clinical rotation practicums. Data will be available June 2018.

**Course being reported:** MDLB 296 Hematology and Coagulation Practicum

**Course being reported:** MDLB 297 Clinical Chemistry Practicum

**Course being reported:** MDLB 298 Immunohematology Practicum

**Course being reported:** MDLB 299 Clinical Microbiology Practicum

## Program Outcome #2 Rubric

### Preceptor Performance and Behavioral Evaluation Rubric

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

### **Program Outcome #3**

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

Outcome #3 is evaluated in the sophomore year, 2017-2018, during the four clinical rotation practicums. Data will be available June 2018.

**Course being reported:** MDLB 296 Hematology and Coagulation

**Course being reported:** MDLB 297 Clinical Chemistry Practicum

**Course being reported:** MDLB 298 Immunohematology Practicum

**Course being reported:** MDLB 299 Microbiology Practicum

## Program Outcome #3 Rubric

### Preceptor Affective Evaluation Rubric

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

## Program Outcome #4

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

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
MDLB 138	Immunohematology	2	8	Sections: 2 Students: 8	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 0	Yes

**Course being reported:** MDLB 138 Immunohematology

Face to Face Sections	
Participation	100% Competent 8 of 8 students
Attendance	100% Competent 8 of 8 students
Organization/Planning	85.5% Competent 7 of 8 students 12.5% Mastery 1 of 8 students
Dress Code	100% Competent 8 of 8 students
Professionalism	100% Competent 8 of 8 students

## Program Outcome #4 Rubric

### Professional Development Rubric

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

## Program Outcome #5

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

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
MDLB 118	Hematology and Coagulation	2	8	Sections: 2 Students: 8	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 0	Yes
MDLB 115	Introduction to Laboratory Sciences	1	8	Sections: 1 Students: 8	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 0	Yes

**Course being reported:** MDLB 118 Hematology and Coagulation

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

\*Scores represent 8 of 8 students.

**Course being reported:** MDLB 115 Introduction to Laboratory Sciences

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

\*Scores represent 8 of 8 students.

## Program Outcome #5 Rubric

### Laboratory Safety Training Evaluation Rubric

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



## Summary of Results

### Outcome #1

No data available based on every other year admission for two-year program.

### Outcome #2

No data available. Outcome #2 is assessed in the sophomore year of the MLT Program.

### Outcome #3

No data available. Outcome #3 is assessed in the sophomore year of the MLT Program.

### Outcome #4

Outcome #4 assesses the professional development of the students. The blood drive in the spring semester of both the freshman and the sophomore year is utilized to assess their professional development. During the year 2016-2017, MDLB 138 Immunohematology 01 and 02 were used for professional development assessment. Of the 8 freshman students 7 were competent and 1 was mastery.

### Outcome #5

Outcome #5 assesses a student's ability to follow safety procedures in the student laboratory.

MDLB 115-01 Introduction to Laboratory Sciences and MDLB 118 01 and 02 Hematology and Coagulation are the two courses assessed to demonstrate use of proper safety skills in the student laboratory. These two courses are taught in the fall freshman semester in the MLT Program.

Of the 8 students, all 8 were competent in both MDLB 115-01 and MDLB 118 01 and 02. Note: MLT courses with more than one section is necessary to provide separate laboratory sessions. All sections of an MLT course have the same scheduled time for lecture.

## **Summary of Analysis**

The data shows that all students are competent in professional development when hosting the annual spring blood drive. Students were also competent in utilizing proper safety techniques in the student laboratory. Further data analysis for the cohort is pending second year data including clinical preceptor evaluations.

### **Are there any anomalies in the results that were noticed?**

No anomalies noted in the data.

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

Yes, the data provides sufficient information to evaluate the first year of the program. Additional data gathered during the second year of the program including BOC prep examination and clinical preceptor evaluations will provide a more holistic look at the students' achievements.

In order for students to achieve mastery for Outcome #4, I need to do more than give it to them and tell them to read it. I will not only provide the grading rubric for students at the beginning of the MDLB 138 Immunohematology course. I will specifically review and explain what is required to earn mastery.

In order for students to achieve mastery for Outcome #5, I will add a learning activity that requires the students to utilize their knowledge of laboratory safety.

### **Were there any patterns in the data observed?**

The pattern was expected. Students are required to be competent in Laboratory Safety to be able to pass the first year courses. All students were able to score at the competent or higher level indicating they were able to advance to the second year of the program.

## **Use of Results for Improvement**

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

Dr. Foster and Dionne Thompson meet every week to discuss the MLT Program. It may be time to identify another artifact to expand the assessment that support the MLT Program Student Learning Outcomes. Students will be expected to perform at a competency level of scoring 70% or higher with the exception of the Immunohematology course, in which, students must score an 80% on the Immunohematology laboratory final examination. This is due to the fact that giving an individual the incorrect ABO type could result in death of the patient.

Of course the goal is for everyone to achieve mastery in all courses. Students should be able to achieve mastery for Outcome #4. I will spend additional time reviewing the rubric with students to ensure they understand what is required to achieve mastery level. Additionally, I will give specific examples of what it means to obtain mastery for each items on the rubric.

In order for students to obtain mastery level for Outcome #5 they need to demonstrate what action to take when there is a chemical spill and accidental needle stick. I will expand the laboratory to include a learning activity that students must complete successfully to be considered mastery level in all aspects of laboratory safety.

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

1. I will take the time to explain what is expected to achieve competency for the professional development exercise in hosting the blood drive. We spend the vast majority of our time studying the human body, disease processes, and performing the necessary tests to identifying those disease processes. Taking the time to go over what is expected professionally is necessary so that the students will understand that professional behavior and interaction is an important aspect of an MLT.
2. Addition of learning activity Chemical Hygiene and OSHA Blood borne Pathogens so that students have the ability to achieve mastery. Students will be able to now put into action what they have learned when there is a chemical spill, exposure to blood, or needle stick.

**What is the proposed timeline for the changes outlined above?**

Item number 1, Outcome #4 changes will take place in February 2018. In the sophomore year this outcome is evaluated in MDLB 245 Laboratory Sciences Seminar.

Item number 2, Outcome #5 changes will take place in fall of 2018.

Special Note:

Outcome #1

It was approved in spring of 2016 that MLT students be required to make a minimum of 50% on the TEAS-V entrance exam to be considered eligible for the MLT Program. Since that information was not in the college catalog, the change will take effect with the next admission cycle cohort in fall of 2018.

# **Three Rivers College**

THE COMMUNITY COLLEGE OF SOUTHEAST MISSOURI

**Nursing AAS**  
**Program Level SLO Report**  
**Dr. Staci Foster – Program Manager**

**2016-2017**

## **Program Purpose Statement**

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

### **Teach-Out Curriculum**

#### **Program Outcomes**

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

# Nursing Course Mapping

## Course Student Learning Outcomes

### NURS 108 LPN-RN Bridge

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

### NURS 116 Foundations of Nursing

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

### NURS 118 Geriatrics Nursing

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

3	Recognize the effect of environmental factors on the safety and wellbeing of the geriatric person.	3
4	Identify health and psychosocial problems of the geriatric person.	4

### **NURS 128 Mental Health Nursing**

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

### **NURS 129 Medical-Surgical Nursing I**

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

### **NURS 218 Maternal Child Health Nursing**

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Ensure safe, holistic, culturally competent, and caring nursing actions to the person with an emphasis on maternal and pediatric care.	1
2	Integrate the evidence findings with nursing expertise and patient preferences and values to make clinical decisions.	2
3	Incorporate safe and effective environmental factors in the care of the person.	3



4	Analyze patient responses to nursing care aimed at maintaining health and increasing health promotion in the communities with a focus on individuals and families with maternal and pediatric concerns.	4
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### **NURS 219 Medical-Surgical II Nursing**

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

### **NURS 238 Medical Surgical III**

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

### **NURS 239 Clinical Preceptor**

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

## **NURS 235 Role Integration**

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

## **NURS 236 QUEST**

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

## Program Outcome #1

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

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
NURS 108	LPN-RN Bridge	2	12	Sections: 2 Students: 12	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 2 PT: 0	Y
NURS 128	Mental Health Nursing	1	9	Sections: 1 Students: 9	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 2 PT: 0	Y
NURS 129	Medical – Surgical Nursing I	1	10	Sections: 1 Students: 10	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 2 PT: 0	Y
NURS 218	Maternal Child Nursing	2	39	Sections: 2 Students: 39	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 2 PT: 0	Y
NURS 245	Transition into Professional Nursing	2	41	Sections: 2 Students: 41	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 0	N
NURS 238	Medical – Surgical III	2	42	Sections: 2 Students: 42	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 2 PT: 0	Y

### Artifacts:

- NURS 108: Fundamentals Exam
- NURS 128: Mental Health Exam
- NURS 129: Fundamentals Exam
- NURS 218: OB/Peds Exam
- NURS 245: Exit Exam
- NURS 238: Medical Surgical Exam
- NURS 238: Pharmacology Exam
- NCLEX-RN Data (from Mountain Measurement) (not available until May 2018)

**NURS 128 Mental Health Nursing**

Criteria	No Evidence 000-799	Novice 800-849	Competent 850-1000	Mastery >1000
Management of Care	1	0	2	6
Pharmacological and Parenteral Therapies	5	0	3	1
Physiological Adaptation	4	0	3	2

**NURS 129: Medical Surgical Nursing I and NURS 108: LPN-RN Bridge**

Criteria	No Evidence 000-799	Novice 800-849	Competent 850-1000	Mastery >1000
Management of Care	11	1	8	2
Pharmacological and Parenteral Therapies	8	0	6	8
Physiological Adaptation	8	0	2	11

**NURS 218: Maternal Child Nursing**

Criteria	No Evidence 000-799	Novice 800-849	Competent 850-1000	Mastery >1000
Management of Care				
Pharmacological and Parenteral Therapies	20	1	4	14
Physiological Adaptation	14	3	8	14

**NURS 238: Medical Surgical Nursing III-Medical Surgical Exam**

Criteria	No Evidence 000-799	Novice 800-849	Competent 850-1000	Mastery >1000
Management of Care	14	0	0	27
Pharmacological and Parenteral Therapies	12	5	8	17
Physiological Adaptation	17	2	8	15

**NURS 238: Medical Surgical Nursing III-Pharmacology Exam**

Criteria	No Evidence 000-799	Novice 800-849	Competent 850-1000	Mastery >1000
Management of Care	4	2	12	17
Pharmacological and Parenteral Therapies	3	0	7	3
Physiological Adaptation	7	2	19	13

**NURS 245: Transition into Professional Practice**

Criteria	No Evidence 000-799	Novice 800-849	Competent 850-1000	Mastery >1000
Management of Care	15	5	11	10
Pharmacological and Parenteral Therapies	14	4	7	16
Physiological Adaptation	5	5	14	17

### NCLEX-RN Categories

Course	No Evidence 0-30	Novice 31-49	Competent 50-65	Mastery >65%
Management of Care				
Pharmacological and Parenteral Therapies				
Physiological Adaptation				

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

## Program Outcome #2

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

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
NURS 108	LPN-RN Bridge	2	12	Sections: 2 Students: 12	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 2 PT: 0	Y
NURS 128	Mental Health Nursing	1	9	Sections: 1 Students: 9	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 2 PT: 0	Y
NURS 129	Medical – Surgical Nursing I	1	10	Sections: 1 Students: 10	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 2 PT: 0	Y
NURS 218	Maternal Child Nursing	2	39	Sections: 2 Students: 39	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 2 PT: 0	Y
NURS 245	Transition into Professional Nursing	2	41	Sections: 2 Students: 41	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 0	N
NURS 238	Medical – Surgical III	2	42	Sections: 2 Students: 42	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 2 PT: 0	Y

### Artifacts:

- NURS 108: Fundamentals Exam
- NURS 128: Mental Health Exam
- NURS 129: Fundamentals Exam
- NURS 218: OB/Peds Exam
- NURS 245: Exit Exam
- NURS 238: Medical Surgical Exam
- NURS 238: Pharmacology Exam
- NCLEX-RN Data (Mountain Measurement Report) (not available until May 2018)

### NURS 128 Mental Health Nursing

Criteria	No Evidence 000-799	Novice 800-849	Competent 850-1000	Mastery >1000
Health Promotion and Maintenance				
Psychosocial Integrity	4	1	3	1
Reduction of Risk Potential	7	0	0	2

### NURS 129 Medical Surgical Nursing I and NURS 108: LPN-RN Bridge

Criteria	No Evidence 000-799	Novice 800-849	Competent 850-1000	Mastery >1000
Health Promotion and Maintenance	10	3	0	9
Psychosocial Integrity	8	3	7	4
Reduction of Risk Potential	11	0	7	4

### NURS 218: Maternal Child Nursing

Criteria	No Evidence 000-799	Novice 800-849	Competent 850-1000	Mastery >1000
Health Promotion and Maintenance	10	2	11	16
Psychosocial Integrity	6	0	0	25
Reduction of Risk Potential	15	4	10	10

### NURS 238: Medical Surgical Nursing III-Medical Surgical Exam

Criteria	No Evidence 000-799	Novice 800-849	Competent 850-1000	Mastery >1000
Health Promotion and Maintenance	9	0	0	28
Psychosocial Integrity	7	10	10	15
Reduction of Risk Potential	14	5	11	12

### NURS 238: Medical Surgical Nursing III-Pharmacology Exam

Criteria	No Evidence 000-799	Novice 800-849	Competent 850-1000	Mastery >1000
Health Promotion and Maintenance	0	0	12	0
Psychosocial Integrity	4	2	12	10
Reduction of Risk Potential	4	2	23	10

### NURS 45: Transition into Professional Nursing

Criteria	No Evidence 000-799	Novice 800-849	Competent 850-1000	Mastery >1000
Health Promotion and Maintenance	18	2	8	12
Psychosocial Integrity	21	2	6	12
Reduction of Risk Potential	8	3	18	12

### NCLEX-RN Categories

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

This data is represented as a percentile rank on the Mountain Measurement report.

According to the report, students scoring at the 50<sup>th</sup> percentile or higher are likely to pass the NCLEX-RN, the program used the 50<sup>th</sup> percentile as the cut-off mark for competency in each NCLEX-RN category



### Program Outcome #3

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

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
NURS 108	LPN-RN Bridge	2	12	Sections: 2 Students: 12	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 2 PT: 0	Y
NURS 128	Mental Health Nursing	1	9	Sections: 1 Students: 9	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 2 PT: 0	Y
NURS 129	Medical – Surgical Nursing I	1	10	Sections: 1 Students: 10	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 2 PT: 0	Y
NURS 218	Maternal Child Nursing	2	39	Sections: 2 Students: 39	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 2 PT: 0	Y
NURS 245	Transition into Professional Nursing	2	41	Sections: 2 Students: 41	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 0	N
NURS 238	Medical – Surgical III	2	42	Sections: 2 Students: 42	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 2 PT: 0	Y

**Artifacts:**

- NURS 108: Fundamentals Exam
- NURS 128: Mental Health Exam
- NURS 129: Fundamentals Exam
- NURS 218: OB/Peds Exam
- NURS 245: Exit Exam
- NURS 238: Medical Surgical Exam
- NURS 238: Pharmacology Exam
- NCLEX-RN Data (Mountain Measurement Report)

<b>Safety and Infection Control</b>				
Course	No Evidence 000-799	Novice 800-849	Competent 850-1000	Mastery >1000
NURS 128	4	0	0	5
NURS 129 and NURS 108	16	2	1	3
NURS 218	15	0	0	14
NURS 245	12	3	13	14
NURS 238-MS	4	0	0	38
NURS 238-Pharm	4	2	12	10

<b>NCLEX-RN Categories</b>				
Course	No Evidence 0-30	Novice 31-49	Competent 50-65	Mastery >65%
Safety and Infection Control				

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

## Program Outcome #4

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

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
NURS 108	LPN-RN Bridge	2	12	Sections: 2 Students: 12	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 2 PT: 0	Y
NURS 128	Mental Health Nursing	1	9	Sections: 1 Students: 9	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 2 PT: 0	Y
NURS 129	Medical – Surgical Nursing I	1	10	Sections: 1 Students: 10	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 2 PT: 0	Y
NURS 245	Transition into Professional Nursing	2	41	Sections: 2 Students: 41	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 0	N
NURS 238	Medical – Surgical III	2	42	Sections: 2 Students: 42	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 2 PT: 0	Y

### Artifacts:

- NURS 108: Fundamentals Exam
- NURS 129: Fundamentals Exam
- NURS 245: Exit Exam
- NURS 238: Medical Surgical Exam
- NCLEX-RN Data (Mountain Measurement Report)

<b>Basic Care and Comfort</b>				
Course	No Evidence 000-799	Novice 800-849	Competent 850-1000	Mastery >1000
NURS 129 and NURS 108	7	3	4	8
NURS 245	20	5	6	10
NURS 238	13	0	8	21

<b>NCLEX-RN Categories</b>				
Course	No Evidence 0-30	Novice 31-49	Competent 50-65	Mastery >65%
Basic Care and Comfort				

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

## **New Curriculum Program Outcomes**

1. Develop personal responsibility for professionalism, education, and scope of practice.
2. Choose effective communication strategies while collaborating with patients, significant support person, and interdisciplinary members of the healthcare team.
3. Evaluate critical thinking and clinical decision making to provide safe, patient-centered care.
4. Apply evidence-based practice while recognizing the role of quality improvement in the healthcare system.
5. Select appropriate information and technology in the management of patient care.

\*Note: This outcome is not assessed separately as it is integrated into the other four outcomes.

# Nursing Course Mapping

## Course Student Learning Outcomes

### NURS 108 LPN-RN Bridge

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Compare the professional nurse and the licensed practical nurse (LPN) scopes of practice.	1
2	Apply effective communication skills to relate to the patient and other members of the health care team.	2
3	Utilize the nursing process with introductory medical surgical concepts.	3
4	Describe how critical thinking, ethics, collaboration, and the use of evidence-based practice supports the growth of the professional nurse.	3, 4

### NURS 109: Critical Thinking in Nursing

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Use critical thinking skills necessary for effective prioritization and delegation.	1, 3
2	Demonstrate how critical thinking, ethics, collaborations, and the use of evidence-based practice supports the growth of the professional nurse.	1, 4
3	Discuss the application of the nursing process as it relates to clinical judgment.	3
4	Explain how informatics and technology supports clinical judgment.	5

### NURS 116: Foundations of Nursing

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Practice personal responsibility related to healthcare law.	1
2	Recognize the nurse's role in providing culturally competent care to the patient and significant support person.	2, 3
3	Explain health promotion strategies while educating the patient and significant support persons on the importance of adherence.	2
4	Apply effective communication skills in the healthcare setting.	2
5	Identify interventions to promote safe, patient-centered care while focusing on sensory perception and functional ability.	3
6	Recognize populations at risk for health-care disparities.	3
7	Restate the basic principles of nutrition as it relates to nursing practice.	3

## **NURS 128 Mental Health Nursing**

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Utilize therapeutic verbal and non-verbal communication to interact with individuals and groups of clients with mental disorders.	2
2	Explain the role of interdisciplinary healthcare team in providing care for clients with mental disorders.	2
3	Describe safe and effective nursing care of clients with mental disorders.	3
4	Use evidence-based interventions to promote health of clients with mental disorders.	4

## **NURS 129 Medical-Surgical Nursing I**

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Recognize various roles within the healthcare team.	2
2	Relate patient care to alterations in introductory medical surgical concepts.	3
3	Demonstrate introductory medical surgical knowledge and skills in the clinical setting.	3
4	Apply the nursing process to care for patients with alteration in introductory medical surgical concepts.	3
5	Relate previous conceptual knowledge to introductory medical surgical concepts.	3
6	Recognize the nurse's role in providing safe, individualized patient-centered care.	3

## **NURS 135: Pharmacology in Nursing**

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Apply the nursing process to enhance safe medication administration.	3
2	Use pharmacology based reference materials to enhance safe medication administration.	3
3	Recognize the pharmacotherapeutic effects of drug classifications.	4
4	Interpret laboratory values to determine effectiveness and safety of drug therapy.	5

## **NURS 218 Maternal Child Health Nursing**

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Apply the nursing process to variances in sexuality, family dynamics, and reproduction.	2
2	Manage potential risks while providing safe patient care of maternal and pediatric clients.	3
3	Utilize evidence-based practice to educate the maternal and pediatric client.	4
4	Demonstrate knowledge of information and technology as it relates to the maternal and pediatric client.	5

## **NURS 219 Medical-Surgical II Nursing**

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Practice in the role of a nurse as a member of the healthcare team.	2
2	Relate patient care to alteration in advanced medical surgical concepts.	3
3	Demonstrate advanced medical surgical knowledge and skills in clinical decision-making.	3
4	Manage patient response to alterations in advanced medical surgical concepts.	3
5	Relate previous conceptual knowledge to advanced medical surgical concepts.	3
6	Analyze the nurse's role in providing safe, prioritized, patient-centered care within a team environment.	3

## **NURS 238 Medical Surgical III**

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Manage patient care as a member of the healthcare team.	2
2	Relate patient care to alteration in advanced medical surgical concepts.	3
3	Demonstrate advanced medical surgical knowledge and skills in clinical decision-making.	3
4	Predict patient responses to alterations in advanced medical surgical concepts.	3
5	Relate previous conceptual knowledge to advanced medical surgical concepts.	3
6	Evaluate the nurse's role in providing safe, patient-centered care within a team environment.	3



## **NURS 239 Clinical Preceptor**

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Organize prioritization of care to a variety of patients while maintaining a safe and effective healthcare environment.	1, 3
2	Choose effective communication strategies within the healthcare team to provide quality, patient-centered care.	2
4	Demonstrate competent, evidence-based clinical decision-making within the scope of practice for the professional nurse.	4
5	Select technology and informatics to promote patient-centered care.	5

## **NURS 245: Transition into Professional Nursing**

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Prepare for the role of a professional nurse as a leader in the healthcare system.	1
2	Formulate an individualized plan to address required areas of improvement for success on the NCLEX-RN.	1
3	Evaluate nursing judgments in the clinical setting.	3
4	Examine health care process to improve quality and safety in patient care.	4

## Program Outcome #1

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

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
NURS 128	Mental Health Nursing	1	22	Sections: 1 Students: 22	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 2 PT: 0	N
NURS 129	Medical – Surgical Nursing I	1	23	Sections: 1 Students: 23	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 2 PT: 0	N
NURS 218	Maternal Child Nursing	1	24	Sections: 1 Students: 24	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 2 PT: 0	N
NURS 245	Transition into Professional Nursing	2	41	Sections: 2 Students: 41	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 0	Y
NURS 238	Medical – Surgical III	2	46	Sections: 2 Students: 46	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 2 PT: 0	Y

### Artifacts:

- NURS 108: Fundamentals Exam
- NURS 128: Mental Health Exam
- NURS 129: Fundamentals Exam
- NURS 245: Exit Exam
- NURS 238: Medical Surgical Exam
- NURS 238: Pharmacology Exam
- NCLEX-RN Data (from Mountain Measurement) (not available until May 2018)

<b>Management of Care</b>				
Course	No Evidence 000-799	Novice 800-849	Competent 850-1000	Mastery >1000
NURS 128	13	5	8	0
NURS 129 and NURS 108	12	3	6	25
NURS 238-MS	0	0	0	17
NURS 238-Pharm	0	0	0	21
NURS 245	9	3	3	7

<b>NCLEX-RN Categories</b>				
Course	No Evidence 0-30	Novice 31-49	Competent 50-65	Mastery >65%
Management of Care				

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

## Program Outcome #2

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

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
NURS 128	Mental Health Nursing	1	22	Sections: 1 Students: 22	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 2 PT: 0	N
NURS 129	Medical – Surgical Nursing I	1	23	Sections: 1 Students: 22	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 2 PT: 0	N
NURS 218	Maternal Child Health Nursing	1	24	Sections: 1 Students: 24	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 2 PT: 0	N
NURS 245	Transition into Professional Nursing	2	41	Sections: 2 Students: 41	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 0	Y
NURS 238	Medical Surgical III	2	46	Sections: 2 Students: 46	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 2 PT: 0	Y

### Artifacts:

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

<b>Health Promotion and Maintenance</b>				
Course	No Evidence 000-799	Novice 800-849	Competent 850-1000	Mastery >1000
NURS 128	0	0	0	18
NURS 129 and NURS 108	30	0	1	15
NURS 218	8	1	4	9
NURS 238-MS	0	0	0	19
NURS 238-Pharm	0	0	0	21
NURS 245	12	1	3	6

<b>Psychosocial Integrity</b>				
Course	No Evidence 000-799	Novice 800-849	Competent 850-1000	Mastery >1000
NURS 128	12	4	7	3
NURS 129 and NURS 108	24	7	6	9
NURS 218	6	0	0	6
NURS 238-MS	7	3	0	14
NURS 245	15	1	1	5

<b>NCLEX-RN Categories</b>				
Course	No Evidence 0-30	Novice 31-49	Competent 50-65	Mastery >65%
Health Promotion and Maintenance				
Psychosocial Integrity				

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

### Program Outcome #3

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

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
NURS 128	Mental Health Nursing	1	22	Sections: 1 Students: 22	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 2 PT: 0	N
NURS 129	Medical – Surgical Nursing I	1	23	Sections: 1 Students: 22	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 2 PT: 0	N
NURS 218	Maternal Child Health Nursing	1	24	Sections: 1 Students: 24	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 2 PT: 0	N
NURS 245	Transition into Professional Nursing	2	41	Sections: 2 Students: 41	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 0	Y
NURS 238	Medical Surgical III	2	46	Sections: 2 Students: 46	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 2 PT: 0	Y

**Artifacts:**

- NURS 128: Mental Health Exam
- NURS 129: Fundamentals Exam
- NURS 108: Fundamentals Exam
- NURS 218: OB/Peds Exam
- NURS 245: Exit Exam
- NURS 238: Medical Surgical Exam
- NURS 238: Pharmacology Exam
- NURS 238: Dosage Calculation Exam
- NCLEX-RN Data (Mountain Measurement Report)

### Safety and Infection Control

Course	No Evidence 000-799	Novice 800-849	Competent 850-1000	Mastery >1000
NURS 128	18	1	6	2
NURS 129 and NURS 108	20	2	4	21
NURS 218	8	0	0	6
NURS 245	9	5	5	3
NURS 238	1	0	23	0

### Psychosocial Integrity

Course	No Evidence 000-799	Novice 800-849	Competent 850-1000	Mastery >1000
NURS 128	12	4	7	3
NURS 129 and NURS 108	24	7	6	9
NURS 218	6	0	0	6
NURS 245	15	1	1	5
NURS 238	7	3	0	14

### Basic Care and Comfort

Course	No Evidence 000-799	Novice 800-849	Competent 850-1000	Mastery >1000
NURS 129 and NURS 108	22	9	6	10
NURS 245	13	2	6	1
NURS 238	8	5	1	10

### Pharmacological and Parenteral Therapies

Course	No Evidence 000-799	Novice 800-849	Competent 850-1000	Mastery >1000
NURS 128	17	1	4	4
NURS 129 and NURS 108	19	2	6	22
NURS 218	8	0	8	6
NURS 245	11	3	2	6
NURS 238-MS	9	1	4	10

NURS 238-Pharm	2	3	13	6
NURS 238-Dosage	2	1	6	15

### Physiological Adaptation

Course	No Evidence 000-799	Novice 800-849	Competent 850-1000	Mastery >1000
NURS 128	0	0	18	0
NURS 129 and NURS 108	24	0	0	24
NURS 218	13	0	3	6
NURS 245	12	2	5	3
NURS 238	9	0	5	10

### Reduction of Risk Potential

Course	No Evidence 000-799	Novice 800-849	Competent 850-1000	Mastery >1000
NURS 128	22	0	1	3
NURS 129 and NURS 108	17	3	4	23
NURS 218	12	0	5	5
NURS 245	4	0	7	11
NURS 238-MS	6	2	8	8
NURS 238-Pharm	8	0	0	16

### NCLEX-RN Categories

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

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



## Program Outcome #4

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

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
NURS 128	Mental Health Nursing	1	22	Sections: 1 Students: 22	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 2 PT: 0	N
NURS 129	Medical – Surgical Nursing I	1	23	Sections: 1 Students: 22	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 2 PT: 0	N
NURS 218	Maternal Child Health Nursing	1	24	Sections: 1 Students: 24	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 2 PT: 0	N
NURS 245	Transition into Professional Nursing	2	41	Sections: 2 Students: 41	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 0	Y
NURS 238	Medical Surgical III	2	46	Sections: 2 Students: 46	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 2 PT: 0	Y

### Artifacts:

- NURS 108: Fundamentals Exam
- NURS 128: Mental Health Exam
- NURS 129: Fundamentals Exam
- NURS 245: Exit Exam
- NURS 238: Medical Surgical Exam
- NURS 238: Pharmacology Exam
- NCLEX-RN Data (from Mountain Measurement) (not available until May 2018)

<b>Management of Care</b>				
Course	No Evidence 000-799	Novice 800-849	Competent 850-1000	Mastery >1000
NURS 128	13	5	8	0
NURS 129 and NURS 108	12	3	6	25
NURS 238-MS	0	0	0	17
NURS 238-Pharm	0	0	0	21
NURS 245	9	3	3	7

<b>NCLEX-RN Categories</b>				
Course	No Evidence 0-30	Novice 31-49	Competent 50-65	Mastery >65%
Management of Care				

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

## Summary of Results

The Nursing Faculty met on July 26, 2017, to review the data collected during the 2016-2017 academic year. Faculty reviewed and analyzed the data for improvements to student learning. While some improvements are being made that affect fall 2017 instruction, the faculty have determined there is not sufficient evidence from the new curriculum to allow for curriculum modification. At this point, one LPN-RN Bridge cohort has completed the new curriculum with no generic cohort completing the new curriculum.

Throughout the curriculum, the faculty noted that students performed poorly in the Psychosocial Integrity category with the exception of the Maternal Child examination. This did not correspond with the NCLEX-RN 2015-2016 performance data that showed students performed well above the benchmark in that category on the NCLEX-RN.

The Maternal Child/Pediatrics examination showed the students scoring lower in the Physiological Integrity category which supports the addition of two additional exemplars to this course (abruption placenta and placenta previa).

The Fundamentals examination showed the generic students performance change in three categories in the new curriculum to include Physiological Adaptation (increased), Psychosocial Integrity (decreased slightly), and Basic Care and Comfort (decreased). LPN-RN Bridge students are showing consistent results between the cohorts. Categories to monitor for the Bridge cohorts include Basic Care and Comfort, Safety and Infection Control, Health Promotion and Maintenance, Psychosocial Integrity, and Pharmacology and Parenteral Therapies.

Student performance on the Exit Examination show a potential for not reliable data. The students in Poplar Bluff took Version 1 Exit Exam more seriously than they did Version 2. In contrast, the students in Sikeston took the Version 2 Exit Exam more seriously than they did Version 1.

## Summary of Analysis

- The review of the Fundamentals examination provided valuable information. In comparison to the teach-out curriculum, students performed better in the new curriculum in the category of Physiological Adaptation (new: 56% to teach-out: 30%), slightly lower in Psychosocial Integrity (new: 47% to teach-out 50%), and significantly lower in Basic Care and Comfort (new: 25% to teach-out: 80%)
  - Faculty found that students scored lower in concept areas that are taught separate from laboratory content including: tissue integrity, mobility, and elimination.
- For the OB Peds examination, students consistently fell out in three categories: Pharmacology and Parenteral Therapies, Reduction of Risk Potential, and Physiological Adaptation. This data supported the faculty's decision to integrate two additional exemplars into the NURS 218: Maternal Child Health Nursing Laboratory Lesson (abruption placenta and placenta previa).
- Psychosocial Integrity showed low results throughout including the NURS 128 Mental Health Examination and as a category on the remaining examinations.

### **Are there any anomalies in the results that were noticed?**

- In the OB/Peds examination, there were several anomalies noted including:
  - 6/22 students received questions on Family Dynamics (new curriculum)
  - 20/25 students received questions on Safety and Infection Control (old curriculum)
  - 18/25 students received questions on Psychosocial Integrity
  - 18/25 students received questions on Stress and Coping
  - The percentages benchmarking changes based on the number of students that received questions in a category.
- The Exit Examinations showed that the number of questions each student received in the categories was variable. This leads to a potential problem with benchmarking as not all students receive questions in each category.
- The Poplar Bluff cohort of students showed higher results on their Version 1 Exit Examination than their Version 2 Exit Examination. Faculty teaching the course

note that students did not put effort into the Version 2 Exit Examination (faster test times, anecdotal comments by students, and much lower scores than Version 1 attempt).

- The Sikeston cohort of students showed higher results on the Version 2 Exit Examination than their Version 1 Exit Examination. Faculty teaching the course note that students did not put effort into the Version 1 Exit Examination (fast test times, anecdotal comments by students, and lower category scores compared to Version 2 Exit and Medical Surgical Exam scores).
- Not all students received questions on psychosocial integrity on the subsequent examinations (i.e. Medical Surgical, OB/Peds). This can lead to a skew of the data since all students are not assessed in these areas.
- Review of the 2015-2016 SLO report shows that students are scoring consistently above the NCLEX benchmark (50%) at 54% and 66% which contradicts the HESI scores for the students in the program.

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

The data collected provided meaningful data for faculty to determine curriculum changes. However, the data was limited as the faculty are evaluating new curriculum that has yet to see a graduating cohort in the generic program. Faculty believe in many cases that further data collection and evaluation should occur throughout the year to ensure faculty have sufficient data to make further curriculum changes.

**Were there any patterns in the data observed?**

- Students in the LPN-RN Bridge program are showing similar results on the Fundamentals HESI examination between locations (Sikeston and Poplar Bluff). Categories to monitor for the Bridge cohorts include Basic Care and Comfort, Safety and Infection Control, Health Promotion and Maintenance, Psychosocial Integrity, and Pharmacology and Parenteral Therapies.
- Students in the generic AAS-Nursing program show lower benchmarking areas related to tissue integrity, communication, mobility, and elimination. These are all concepts they receive in their first semester, NURS 116, course.

- For the Pharmacology examination, it was noted that the majority of students are benchmarking on the individual Pharmacology examination. However, many are not passing the pharmacology category on the HESI Exit or Medical Surgical examinations.
- For the Pharmacology examination, the faculty noted that students are either doing very well with the content (scoring over 1000) or very poor (scoring less than 800).
- For the Pharmacology Examination, very good scores were noted in health promotion and management of care. The lowest scores were noted in Pharmacological/Parenteral Therapies, Reduction of Risk Potential, and Physiological Adaptation in all programs.
- For the Medical Surgical Examination results are as follows:
  - Reduction of Risk Potential (50% old curriculum, 77% new curriculum benchmark)
  - Physiological Adaptation (50% old curriculum, 73% new curriculum benchmark)
- For the EXIT Examination results are as follows:
  - Reduction of Risk Potential (81% old curriculum, 81% new curriculum benchmark)
  - Physiological Adaptation (81% old curriculum, 64% new curriculum benchmark)
- For the Mental Health Examination, the scores throughout the curriculum were lower on Psychosocial Integrity than any other category.

## Use of Results for Improvement

While the faculty believe that more data is needed to make significant curriculum changes, there are several areas that will be addressed in the near future to improve student learning. Changes include replacing the OB/Peds examination, review of the Mental Health Examination for appropriateness, implementation of Concept Review Implementation Plan, and updates to NURS 218: Maternal Child Health Nursing lesson plans.

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

- For the OB/Peds examination, the faculty have decided to switch to an OB content only examination. The curriculum has pediatric information integrated throughout, so the examination does not accurately reflect students' knowledge at the time of examination in the new curriculum. Data collection will occur in 2017-2018 to determine effectiveness of examination change.
- The OB/Peds data indicated a need to increase content in the Physiological Integrity Category.
  - Faculty added placenta previa and abruption placenta to the Laboratory Lesson Plan for NURS 218: Maternal Child Health Nursing.
- Review of the OB/Peds data led faculty to review NURS 218: Maternal Child Health Nursing lesson plans. In the review, the faculty found several areas of the NCLEX-RN test plan that had not been mapped appropriately in the lesson plans. Faculty updated lesson plans to match the NCLEX-RN test plan categories and content as previously mapped by the faculty.
- LPN-RN Bridge students will complete a Concept Review Implementation Plan in NURS 108: LPN-RN Bridge Course. The concept review will allow the students to review all concepts that generic students receive in the first year of the program and the Bridge students receive articulated credit for.
- Implementation of the NURS 135: Pharmacology in Nursing course.
- Review of the Mental Health HESI examination to determine if it is a valid assessment tool. NCLEX-RN results from 2015-2016 show that students are performing well on this category on the NCLEX, so the issue may be the data

collection tool used by the program. Further review during fall 2017 semester along with pending data from NCLEX-RN test results for comparison to 2016-2017 data.

**What is the proposed timeline for the changes outlined above?**

- The new OB only examination will be implemented in fall 2017 with all cohorts.
- The addition of exemplars to the Laboratory Lesson in NURS 218 will occur in fall 2017 for all cohorts.
- The updated NCLEX-RN categories on the NURS 218 syllabi will occur in fall 2017 for all cohorts.
- Implementation of the Concept Review Implementation Plan for the NURS 108 course occurred in the summer 2017 session for all cohorts.
- NURS 135 course implemented in spring 2017. No data from students in that cohort on the pharmacological/parenteral therapies categories yet. Data collection for those students will occur in 2017-2018 academic year to determine if any improvement in overall scores.
- Review of the Mental Health HESI Exit Examination to occur during fall 2017 semester with a potential recommendation for December 2017 curriculum meeting.
- Pending results from Mountain Measurement for 2016-2017 graduates NCLEX-RN performance to verify correlation. Report available in May 2018.
- Continue data collection for the new curriculum in 2017-2018 academic year to provide sufficient data for curriculum modifications.



# **Three Rivers College**

THE COMMUNITY COLLEGE OF SOUTHEAST MISSOURI

**Office Administration and  
Medical Billing & Coding  
Program Level SLO Report  
Julie Becker – Program Manager**

**2016-2017**

### **Program Purpose Statement**

The OFFICE ADMINISTRATION program is designed for individuals who are currently employed in an office environment and for high school graduates planning a career as an office administrative assistant. This program prepares students to meet the challenges of the modern office through the application of practical and theoretical general education, hands-on skill development, and a coordinated internship project.

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

### **Program Outcomes**

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

# Information Systems Technology Course Mapping

## BUED 103 – Business English

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

## BLAW 221 – Legal & Ethical Environment of Business

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Identify the sources of law and the legal system within the United States.	1
2	Discuss the elements of a contract and the rights and obligations within.	1
3	Distinguish when the law of contract and the law of sales are to be applied	1
4	Explain torts and the type of remedies available for breach of agreements.	1
5	Explain the elements of intellectual property and maintaining ownership interests.	1
6	Analyze business regulations for their moral and ethical value and determine how they impact the business environment.	1

## IST 100 – Computer Applications

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

5	Demonstrate proficiency in using spreadsheet software	2
6	Demonstrate proficiency in using database software	2
7	Demonstrate proficiency in using presentation software	2

### **BMGT 108 – Human Resource Management**

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

### **ACCT 211 – Principles of Accounting I**

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

### **ACCT 216 Business Accounting**

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

### **BUED 203 Business Communications**

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Demonstrate their abilities to use clear, concise, and grammatically correct language	1

2	Practice the ability to select, organize, and effectively deliver information in a businesslike manner	1,2,5
3	Demonstrate ability to contribute to team performance, plan and participate in productive meetings, and use collaborative technologies	1,2,5,6

### **IST 148 Office Procedures**

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

### **IST 149 Medical Terminology & Coding**

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

### **IST 256 Administrative Transcription Fundamentals**

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

## **BMGT 235 Customer Service Management**

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

## **BUAD 120 Introduction to Business**

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

## **IST 269 Database Applications**

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

## **IST 268 Spreadsheet Applications**

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

## **IST 126 Word Processing Applications**

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

## **IST 296 Office Administrative Applications**

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Produce word processing and presentation applications to complete office administrative services.	1, 2, 3, 4, 5
2	Produce database and word processing applications to complete office administrative services.	1, 2, 3, 4, 5
3	Produce error-free, attractively formatted documents that represent the quality expected in real-world situations.	1, 2, 3, 4, 5

## **IST 225 Medical Billing and Coding I**

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Use CPT and ICD-CM coding systems	7
2	Complete health insurance claim forms	8

## **IST 275 Advanced Billing and Coding**

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Use CPT and ICD-CM coding systems	7
2	Complete health insurance claim forms	8

## **IST 297 Internship**

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Communicate in a business environment	1, 2, 3, 4, 5
2	Demonstrate technological skills including operating systems, word processing, spreadsheets, database management, presentation software, email and the Internet as a research tool	1, 2, 3, 4, 5
3	Manage files	1, 2, 3, 4, 5
4	Employ technology to solve business problems.	1, 2, 3, 4, 5

## Program Outcome #1

Communicate in a business environment.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
BUED 203	Business Communication	1	12	Sections: 1 Students: 12	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 0	No

**Course being reported:** BUED 203 Business Communication

Face to Face Sections	
Report Format and Organization	2.5 average out of 4
Introduction	2.5 average out of 4
Methodology	2.5 average out of 4
Data Analysis and Results	2.5 average out of 4
Conclusions and Recommendations	2.5 average out of 4
Research and Documentation	2.4 average out of 4
Grammar	2.0 average out of 4
Mechanics	2.0 average out of 4
Sentences and Style	2.0 average out of 4

Criteria	No Evidence 1	Novice 2	Competent 3	Mastery 4
<b>Report Format and Organization</b>		7 students	4 students	1 student
<b>Introduction</b>		7 students	4 students	1 student
<b>Methodology</b>		7 students	4 students	1 student
<b>Data Analysis and Results</b>		7 students	4 students	1 student
<b>Conclusions and Recommendations</b>		7 students	4 students	1 student
<b>Research and Documentation</b>		8 students	3 students	1 student
<b>Grammar, Mechanics, and Sentences</b>	3 students	6 students	3 students	



## Program Outcome #1 Rubric

Criteria	No Evidence 1	Novice 2	Competent 3	Mastery 4
<b>Report Format and Organization</b>	Sections are poorly organized and some are missing. A few formatting errors exist.	All required sections are included but one or two are poorly organized. One formatting error exists.	All required sections are included but one needs to be organized better. No formatting errors exist.	All required sections are included, and each is effectively organized. No formatting errors exist.
<b>Introduction</b>	Does not provide adequate background and does not convey purpose or report's form.	Introductory information is adequate but needs development and clarity.	Introductory information is clear and professionally developed.	Introduction is excellent: it's clear, engaging, and thorough.
<b>Methodology</b>	Does not explain data or collection methods; data analysis methods are unclear.	Explains data and collection methods, but explanations need development or clarity. Reader will have some questions.	Data and collection methods are explained clearly and developed well. Reader will generally be satisfied.	Data and collection methods are explained and developed exceptionally well. Reader questions are anticipated and answered.
<b>Data Analysis and Results</b>	Data is not relevant for purpose; presentation and interpretation of results are inaccurate.	Data is relevant but presentation and interpretation of results need work.	Data is appropriate and relevant; presentation and analysis of data is good.	Data is appropriate and very relevant; presentation and analysis of data are professional, thorough, engaging, and sophisticated.
<b>Conclusions and Recommendations</b>	Both are unclear and not connected to the report's data.	One is relevant and adequate, but the other is not pertinent, realistic, or detailed.	Conclusions and recommendations are pertinent, realistic, evidence-based, and detailed.	Conclusions and recommendations are excellent.
<b>Research and Documentation</b>	Found information is not documented correctly. Errors exist with signal phrases, citations, and References. Found information is not introduced or analyzed adequately.	Some documentation errors exist but student generally understands how to use signal phrases; cite sources; compile a References page; and in general, introduce and analyze found information.	Minimal documentation errors exist; student understands how to use signal phrases; cite sources; compile a References page; and in general, introduce and analyze found information.	Report contains no errors in documentation (including citations, signal phrases, or References). Student introduces and analyzes found information in a professional manner.
<b>Grammar, Mechanics, and Sentences</b>	Numerous grammatical, punctuation, spelling, and sentence errors exist and impede meaning.	Some grammatical, punctuation, spelling, and sentence errors exist but generally don't impede meaning.	Few grammatical, punctuation, spelling, and sentence errors exist and don't impede meaning.	No grammatical, punctuation, spelling, and sentence errors exist.

## Program Outcome #2

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

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
IST 269	Database Applications	1	10	Sections: 1 Students: 10	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 0	Yes

**Course being reported:** IST 269 Database Applications

Face to Face Sections	
Utilizes operating system software and data management skills.	2.8
Demonstrate an understanding of the ethical use of technological tools.	2.8
Utilizes software (word processing, presentation, and/or application specific to guideline)	2.8

\*Average out of 4.

	1 Unacceptable	2 Needs Work	3 Competent	4 Excellent
Utilizes operating system software and data management skills.		2 students	8 students	
Demonstrate an understanding of the ethical use of technological tools.		4 students	5 students	1 student
Utilizes software (word processing, presentation, and/or application specific to guideline)		2 students	8 students	

## Program Outcome #2 Rubric

**1–Unacceptable    2-Needs Work    3-Competent    4-Excellent    NA- Not applicable**

### Utilizes operating system software and data management skills

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

### Demonstrate an understanding of the ethical use of technological tools

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

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

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

### Program Outcome #3

Manage files.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
IST 269	Database Applications	1	10	Sections: 1 Students: 10	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 0	Yes

**Course being reported:** IST 269 Database Applications

Online Sections	
Maintain all files on local hard drive. Put all data files in a single level directory or one folder. Do not use different versions of files.	80%
Backup data sporadically to a backup media (CD, disk, etc.) or server. Differentiate between files and directories* Use folders or directories with meaningful names to store related files.	75%
Apply appropriate file and disk management techniques* (e.g., defragment and rearrange files, reinstall backup data) Determine file organization* (e.g., use appropriate directory structures and names).	70%
Demonstrate knowledge of the system utilities used for file management* (e.g., change protection modes, rename, delete).	73%

### Program Outcome #3 Rubric

<b>Criteria Manage file Storage</b>	<b>No Evidence</b>	<b>Novice</b>	<b>Competent</b>	<b>Mastery</b>
<ul style="list-style-type: none"> <li>• Maintain all files on local hard drive.</li> <li>• Put all data files in a single level directory or one folder.</li> <li>• Do not use different versions of files</li> </ul>			8 students	2 students
<ul style="list-style-type: none"> <li>• Backup data sporadically to a backup media (CD, disk, etc.) or server.</li> <li>• Differentiate between files and directories.</li> <li>• Use folders or directories with meaningful names to store related files.</li> </ul>			10 students	
<ul style="list-style-type: none"> <li>• Backup data periodically to a backup media (CD, disk, etc.) or server.</li> <li>• Apply appropriate file and disk management techniques* (e.g., defragment and rearrange files, reinstall backup data)</li> <li>• Determine file organization* (e.g., use appropriate directory structures and names).</li> </ul>		2.5 students	6.5 students	1 student
<ul style="list-style-type: none"> <li>• Perform scheduled systematic backup procedure.</li> <li>• Recover, as much as possible, erased or corrupted data.</li> <li>• Demonstrate knowledge of the system utilities used for file management* (e.g., change protection modes, rename, delete).</li> </ul>		2 students	7 students	1 student

## **Program Outcome #4**

Employ technology to solve business problems.

This outcome was not assessed. The class that was used before is no longer offered in the program. The new course in the program was not offered in the Spring 2017 semester.

## Program Outcome #5

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

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
IST 297	Internship	1	5	Sections: 1 Students: 5	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 0	Yes

**Course being reported:** IST Internship

Face to Face Sections	
Time Management Skills	2.5 average
Organization Skills	2.6 average
Confidentiality	2.6 average
Teamwork	2.8 average
Decision-Making Skills	2.4 average

\*Average out of 4.

	Excellent 4	Good 3	Average 2	Below Average 1
Time Management Skills	1	1	.5	.5
Organization Skills	1	1	3	0
Confidentiality	1	1	3	0
Teamwork	1	2	2	0
Decision-making skills	1	1	2	1

## Program Outcome #5 Rubric

### Confidential Employer Evaluation Form

Student \_\_\_\_\_ Date \_\_\_\_\_ Employer \_\_\_\_\_

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

	Excellent	Good	Average	Below Average
<b>Time Management Skills</b>				
Speed and accuracy of work				
Promptness in reporting for work on a daily basis				
Killing too much time (too "sociable")				
Ability to work under pressure				
Tendency toward laziness in the workplace				
<b>Organization Skills</b>				
Accepting and carrying out job responsibilities				
Skills necessary for work				
Adaptability to new situations				
Attentiveness to work details				
Ability to convey concepts, ideas, and/or knowledge				
<b>CONFIDENTIALITY</b>				
Honesty and fairness				
Trustworthy				
<b>TEAMWORK</b>				
Cooperation when working with others				
Courteous				
Attitude towards coworkers				
Cheerfulness and friendliness in general				
Tendency to argue				
<b>DECISION-MAKING SKILLS</b>				
Identifies a decision or problem				
Reasoning skills				
Communicates solutions or decisions				

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

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

3. Other comments:

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

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

Supervisor \_\_\_\_\_ Date \_\_\_\_\_



## Program Outcome #6

Produce transcripts and correspondence using correct technology and computer technology.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
IST 256	Administrative Transcription	1	5	Sections: 1 Students: 5	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 0	Yes

**Course being reported:**

Face to Face Sections	
Capitalization & Punctuation Formatting	3
Grammar & Spelling	3
Terminology	2.8
Formatting	2.8

\*The average score is out of 4.

Criteria	No Evidence 1	Novice 2	Competent 3	Mastery 4
Capitalization & Punctuation Formatting	0	1	3	1
Grammar & Spelling	0	1	3	1
Terminology	0	1	4	0
Formatting	0	1	4	0

### Program Outcome #6 Rubric

Criteria	No Evidence 65%	Novice 70%	Competent 85 %	Mastery 100 %
<b>Capitalization &amp; Punctuation Formatting</b>  Weight 25.00%	Makes several errors in capitalization and/or punctuation that catch reader's attention and greatly interrupt the flow.	Makes a few errors in capitalization and/or punctuation that catch reader's attention and interrupt the flow.	Makes limited number of errors in capitalization and punctuation. Assignments are easy to read.	Makes no errors in capitalization or punctuation. Assignments are exceptionally easy to read.
<b>Grammar &amp; Spelling</b>  Weight 25.00%	Makes 4 or more errors in grammar or spelling that distract reader from content.	Makes 3-4 errors in grammar and/or spelling that distract reader from content.	Makes 1-2 errors in grammar and/or spelling that distract the reader from the content.	Makes no errors in grammar or spelling that distract the reader from the content.
<b>Terminology</b>  Weight 25.00%	Demonstrates little or no understanding of medical, legal, or executive administrative terms and definitions.	Demonstrates a limited understanding of medical, legal, or executive administrative terms and definitions.	Demonstrates understanding of medical, legal, or executive administrative terms and definitions.	Demonstrates and excellent understanding of medical, legal, or executive administrative terms and definitions. Uses medical reference material when necessary.
<b>Formatting</b>  Weight 25.00%	Demonstrates no understanding of proper format according to assignment.	Demonstrates limited understanding of proper format according to assignment.	Demonstrates knowledge of proper format according to assignment of most types of reports, letters, and other formats.	Demonstrates efficiency in proper format according to assignment in various types of reports, letters, and other formats.

## Program Outcome #7

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

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

**Course being reported:** IST 225 Medical Billing & Coding I

Online Sections	
ICD-9-CM: knowledge of section, locate code.	2.5
CPT: knowledge of section locate code.	2.1
Medical Terminology: knowledge of terminology.	2.1

\*The average score is out of 4.

Criteria	No Evidence 1	Novice 2	Competent 3	Mastery 4
ICD-9 CM and ICD-10 CM	0	2	2	1
CPT	0	3	1	0
Medical Terminology	0	3	1	0

## Program Outcome #7 Rubric

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

## Program Outcome #8

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

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
IST 275	Advanced Medical Billing & Coding	1	8	Sections: 1 Students: 8	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 0 PT: 1	Yes

**Course being reported:** IST 275 Advanced Medical Billing and Coding

Face to Face Section	
ICD-9-CM: Knowledge of book sections, how to locate codes in correct categories of specific chapters.	3.5
CPT: Knowledge of book sections, how to locate codes in correct categories of specific chapters.	3.5
Health Insurance Claim Forms: Knowledge of completing health insurance claims.	4
Medical Terminology: Knowledge of medical terminology.	4

\*The average score is out of 4.

Criteria	No Evidence 1	Novice 2	Competent 3	Mastery 4
ICD-9 CM and ICD-10 CM	0	0	4	4
CPT	0	0	4	4
Health Insurance Claim Forms	0	0	0	8
Medical Terminology	0	0	0	8

## Program Outcome #8 Rubric

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

## Summary of Results

This report is the program level student learning outcomes for the AAS in Office Administration Option and Medical Billing and Coding Option. The data and information has been collected and analyzed from the Fall 2016 and Spring 2017 semesters. Artifacts collected came from the following courses: BUED 203 Business Communications; IST 225 Medical and Billing and Coding I; IST 269 Database Applications; IST 275 Advanced Billing and Coding; IST 256 Administrative Transcription; and IST 297 Internship Project. Data has been mapped to the Information Systems Technology Office Administration program (AAS) and Medical Billing and Coding program (AAS) course mapping plans and further to the individual rubrics used within each course where information was collected.

The Information Systems Technology programs were restructured in Fall 2016. Previously, we had four options in the Information Systems Technology program, which were Medical Option, Executive/Legal Option, Microcomputer Option, and Medical Billing & Coding Option. We revised these four down to two programs. We now have the Information Systems Technology Office Administration degree program with medical or legal option and the Medical Billing and Coding program. These changes came about over many months of discussions with our advisory committee and with businesses hiring our students. We inactivated six courses that were no longer beneficial to the students; we added three business courses that were already being taught in other business programs; and we created and added a new integrated computer applications course.

## Summary of Analysis

The rubric for Program Outcome #1 – Communicate in a Business Environment - was changed due to feedback from Institutional Effectiveness Department. Since the rubric was changed, a comparison was not made from previous semesters. The instructor has observed a weakness in writing or possibility students were not informed about the rubric and how the assignment would be graded. Instructions for the assessment were given in more detail to the students this semester. Outcomes from this semester will be evaluated after the assessment has been graded.

For Program Outcome #2 – Demonstrate Technological Skills – The course was revised. A new educational technology platform was integrated into this course, as well as three other higher level computer courses. This platform seems to keep students more engaged in learning the applications, which helps students to be more successful. Beginning in Spring 2018 all four courses will be assessed in the student learning outcomes report for program outcome #2. IST126, IST268, IST269, and IST296 will be assessed in this program outcome. These courses will be assessed by the Microsoft Office Specialist (MOS) certification exams. A curriculum change was made for these courses to add a MOS certification voucher. The MOS exam score will be used for this outcome for each of the classes listed above. This curriculum change was made to improve students learning in demonstrating technological skills. Statistics show that success rate of those who take MOS certification along with their job placement rates are higher than those who do not have the MOS certifications.

Program Outcome #6 – Produce Transcripts and Correspondence using Computer Technology. Every fall semester at the beginning of this course, there seems to be issues with the transcription software. We use a program that many businesses in our area use; however, it is not compatible with IT updates necessary for our student computers, and this has been discussed with our IT Department. The instructor plans to research alternative transcription programs to utilize in future classes. These technology issues could hamper students learning experience within this class. This is the first time that this course has been assessed in the Student Learning Outcomes report. After Fall 2017, we will be able to compare data.



**Are there any anomalies in the results that were noticed?**

In BUED203 the scores were lower in this report than in last year's report. The rubric was changed, but the instruction or assessment was not changed. Instructor plans to make sure students are informed of the rubric. Artifact and rubric will be explained to the students in detail. The rubric was changed, but this should not have changed the outcome results. This outcome will be observed closely to see if scores improve.

## **Use of Results for Improvement**

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

The next report will show more of the assessment in the added classes in program outcome #2.

For program outcome #1 the grading of the artifact was explained in more detail along with giving the students a copy of the rubric. Results from program outcome #1 of the next report will be compared to this report to see if scores improve.

For IST256 research is in the process to change software programs that is compatible with our IT updates and will help the students' learning experience and improve learning.

Faculty members are making changes in the Fall 2017 and Spring 2018 courses.

**What is the proposed timeline for the changes outlined above?**

These changes will be made to begin Fall 2017 and Spring 2018.

# **Three Rivers College**

THE COMMUNITY COLLEGE OF SOUTHEAST MISSOURI

**Paramedic AAS**

**Program Level SLO Report**

**Tami Cunningham – Program Manager**

**2016-2017**

## **Program Purpose Statement**

AAS-Paramedic Purpose: Career and Technical Education. This program prepares EMTs to achieve an Associate of Applied Science degree, to apply for National Registry Examination for paramedic licensure, and to provide safe and effective pre-hospital emergency care for sick and injured adults and children. Both general education and paramedic courses are included in the program of study. Clinical internship experiences are planned in local health care facilities under direct guidance of experienced preceptors. The Three Rivers College Paramedic Program is accredited by the Commission on Accreditation of Allied Health Education Programs ([www.caahep.org](http://www.caahep.org)) upon the recommendation of Committee on Accreditation of Educational Programs for the Emergency Medical Services Professionals ([www.coaemsp.org](http://www.coaemsp.org)).

One-Year Certificate Paramedic Purpose: This program prepares EMTs to achieve an Associate of Applied Science degree, to apply for National Registry for paramedic licensure, and to provide safe and effective pre-hospital emergency care for sick and injured adults and children. Both general education and paramedic courses are included in the program of study. Clinical internship experiences are planned in local health care facilities under direct guidance of experienced preceptors.

## **Program Outcomes**

1. Provide a safe, supportive and effective environment for each pre-hospital encounter.
2. Manage emergency situations using sound judgment and protocol/procedures to respond in an efficient manner.
3. Demonstrate knowledge of the legal aspects of EMS (ex. HIPAA), and local policy limits, to all patient encounters while recognizing and accepting personal responsibility for one's actions, or lack of action, in the practice of emergency medicine.
4. Communicate in a professional, considerate, and cooperative manner with all members of the healthcare team.
5. Utilize knowledge of principles in asepsis, normal/abnormal anatomy and physiology, microbiology, and pharmacology.

# Paramedic Course Mapping

Course Student Learning Outcomes (Program Outcome Ties in Parenthesis)

## EMDS 105 EMS I

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Assess the nature and seriousness of the patient's condition or extent of injuries to provide emergency medical care.	2
2	Choose appropriate emergency medical care based on assessment findings of the patient's condition.	3
3	Safety and effectively perform the roles and responsibilities of the EMT-basic job description.	1

## EMDS 150 Pharmacology for Pre-Hospital Professionals

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Explain the pharmacokinetic principles of absorption, distribution, metabolism, and excretion.	5
2	Demonstrate basic assessment skills related to major body systems to determine the need for pharmacological intervention.	1
3	Calculate medication dosages in preparation for patient administration.	5
4	Calculate intravenous drip rates for a variety of medications and fluids.	5
5	Demonstrate safe medication administration techniques.	1
6	Demonstrate safe medication administration techniques.	1
7	Assess the effectiveness of the treatment provided.	1

## EMDS 201 EMS II

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	List the roles and responsibilities of the paramedic; personal wellness, injury prevention activities, legal issues that impact and the role that ethics play in decisions made in the pre-hospital setting.	1
2	Apply the general concepts of pathophysiology principles of pharmacology of cardiology and with performing electrocardiograms, assessment and management of medical emergency patients, formulate a field impression, and implement a pharmacologic management plan.	5

3	Safely access the venous circulation and administer medications by all routes to patients of all ages, assist with drawing arterial blood gases.	1
4	Integrate the principles of therapeutic communication to effectively communicate with patients, integrate the physiological, psychological and sociological changes throughout human development with assessment and communication strategies for patients of all ages.	2

### **EMDS 202 EMS Internship I**

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Demonstrate professional conduct and communication skills with patient, families, healthcare team, and the community as a professional paramedic.	4
2	Initiate intravenous administration with/without fluid and/or medication administration by all routes.	2
3	Provide proper care and treatment to the medical, trauma, obstetric patients; and newborn infants.	1
4	Place advanced airway devices and administer care of an advanced airway.	2
5	Recognize, assess, and safely manage pre-hospital patients with medical emergencies.	5

### **EMDS 204 EMS III**

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Describe the pathophysiology, causes, and compensatory mechanisms of shock; and the assessment, management, and stabilization of patients in shock.	2
2	Apply the general concepts of pathophysiology principles of pharmacology of cardiology; formulate a field impression; implement a pharmacologic management plan.	2
3	Demonstrate the basic skill to perform a patient assessment with proper treatment for the medical patients.	3
4	Identify, assess, and safely manage pre-hospital patients with head, neck, and spinal injuries, with body cavity trauma, with musculoskeletal injuries and all traumatic injuries.	3

## **EMDS 205 EMS Internship II**

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Safely intubate adult patients, perform oral and nasal pharyngeal and tracheal suctioning.	5
2	Accurately demonstrate venipuncture and administer medications using all routes.	5
3	Demonstrate the proper care of patients on ventilators, and with electrical defibrillation, cardioversion, and external pacing.	5
4	Safely manage trauma patients.	5

## **EMDS 207 EMS IV**

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Identify, assess, and safely manage pre-hospital patients with gynecological emergencies including pelvic inflammatory disease (PID), non-traumatic gynecological abdominal pain, and rape and sexual assault.	2
2	Recognize, assess, and safely manage pre-hospital patients suffering obstetric emergencies and complication of pregnancy, labor, delivery, postpartum, and care of newborns.	2
3	Recognize, assess, and safely manage pre-hospital patients exhibiting behavioral and psychiatric emergencies.	1
4	Recognize, safely manage the different types of scenes: such as crime, HazMat, and rescue.	4

## **EMDS 208 EMS Internship III**

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Demonstrate the ability to perform a comprehensive assessment on pediatric, adult, geriatric, obstetric, trauma, and psychiatric, and behavioral patients; formulate and implement a treatment plan.	3
2	Safely perform basic and advanced airway interventions, intravenous and medication administration skills, interpret cardiac dysrhythmias on pre-hospital patient in ECG monitors and ECG paper.	2
3	Demonstrate the ability to serve as a team leader in a variety of pre-hospital emergency situations.	4

## Program Outcome #1

Provide a safe, supportive and effective environment.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
EMDS 202	EMS II	1	4	Sections: 1 Students: 4	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 0	No
EMDS 208	EMDS Internship III	1	3	Sections: 1 Students: 3	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 0	No

**Course being reported:** EMDS 202 EMS Internship I

Face to Face Sections	
EMS Operations	1 novice, 3 competent
Patient Assessment	1 novice, 3 competent
Preparatory	1 novice, 3 competent

**Course being reported:** EMDS 208 EMS Internship III

Face to Face Sections	
EMS Operations	3 competent
Patient Assessment	3 competent
Preparatory	3 competent



## Program Outcome #1 Rubric

Criteria	No Evidence	Novice	Competent	Mastery
<b>EMS Operations Psychomotor</b>	Fails to properly identify the EMS operations and usage.	Fails to manage the EMS operations and usage.	Manages operations with minor errors and none being life threatening	Manages the ECG operations correctly and consistently
<b>Patient Assessment Psychomotor</b>	Patient assessment not provided or multiple errors.	The patient assessment provided with errors and slower than expectation.	Provides an appropriate and mostly accurate assessment of the patient including sick/not yet sick, ABC's, vital signs, history, and physical exam.	Provides a quick, thorough and accurate assessment of the patient including sick/not yet sick, ABC's, vital signs, history, and physical exam.
<b>Preparatory Affective</b>	Does not apply the standard of responsibility.	Inadequately applies standard of responsibility	Applies standards of responsibility with minor errors.	Correctly and consistently applies the standard of responsibility.

## Program Outcome #2

Manage emergency situations using sound judgment and protocol/procedures to respond in an efficient manner.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
EMDS 202	EMS Internship I	1	4	Sections: 1 Students: 4	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 1	No
EMDS 208	EMS Internship II	1	3	Sections: 1 Students: 3	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 1	No

**Course being reported:** EMDS 202 EMS Internship I

Face to Face Sections	
Airway management	1 novice, 3 competent
ECG Recognition	1 novice, 3 competent
Judgement	1 novice, 3 competent
Medical	1 novice, 3 competent
Skills	1 novice, 3 competent

**Course being reported:** EMDS 208 EMS Internship III

Face to Face Sections	
Airway Management	3 competent
ECG Recognition	3 competent
Judgement	3 competent
Pediatric Assessment	3 competent
Skills	3 competent
Special Patients	3 competent
Trauma	3 competent

## Program Outcome 2 Rubric

Criteria	No Evidence	Novice	Competent	Mastery
<b>Airway Management Psychomotor</b>	Inability to manage the airway.	Inability to manage the airway consistently or managing the airway with errors being life threatening.	Manages the airways with minor errors and none of which are life-threatening.	Manages the airway appropriately and consistently.
<b>ECG Recognition Psychomotor</b>	Inability to properly identify the ECG rhythm.	Inability to manage the ECG rhythm consistently.	Manages the ECG with minor errors in which none is life threatening.	Manages the ECG correctly and consistently.
<b>Judgement Psychomotor</b>	Cannot assess the run or prioritize, identify problems, treatment, or plan of care.	Assess the run and identifies problems and potential treatments with consistent guidance.	Accurately assess the run and correctly identifies the need, plan of treatment, and prioritizes problems with occasional guidance.	Accurately assesses the run and correctly identifies the need, plan of treatment, and prioritizes the problems correctly with no guidance.
<b>Medical Psychomotor</b>	Inadequately determine patient's condition or priority.	Inconsistently able to determine the patient's condition or priority.	Consistently able to determine the patient's condition or priority minor errors.	Correctly and consistently identifies patient's condition or priority.
<b>Pediatric Assessment Psychomotor</b>	Inadequately determine patient's condition or priority.	Inconsistently able to determine the patient's condition or priority.	Consistently able to determine the patient's condition or priority minor errors.	Correctly and consistently identifies patient's condition or priority.
<b>Skills Psychomotor</b>	Does not perform entry-level Paramedic skills at the expectation level.	Meets some of the expectations for the skill level of an entry-level Paramedic.	Consistently performs at the entry-level for Paramedic skills.	Exceeds at entry-level Paramedic skills (IV, ETT, LifePak, 12-Lead Interpretation, Etc).
<b>Special Patients Cognitive</b>	Misidentifies patient's condition or priority causing a life-threatening condition.	Misidentifies patient's condition or priority without causing a life-threatening condition.	Identifies patient's condition or priority with minor errors	Correctly and consistently identifies patient's condition or priority.
<b>Trauma Psychomotor</b>	Misidentifies patient's condition or priority causing a life-threatening condition.	Misidentifies patient's condition or priority without causing a life-threatening condition.	Identifies patient's condition or priority with minor errors in which none is life threatening.	Correctly and consistently identifies patient's condition or priority.

### Program Outcome #3

Demonstrate knowledge of the legal aspects of EMS (ex. HIPAA), and local policy limits, to all patient encounters while recognizing and accepting personal responsibility for one's actions, or lack of action, in the practice of emergency medicine.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
EMDS 105	EMS I	2	37	Sections: 2 Students: 37	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 1	No
EMDS 202	EMDS Internship II	1	4	Sections: 1 Students: 4	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 0	No
EMDS 208	EMS Internship III	1	3	Sections: 1 Students: 3	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 0	No

**Course being reported:** EMDS 105 EMS I

Face to Face Sections	
Patient Care	1 No Evidence, 2 Novice, 18 Competent, 16 Mastery

**Course being reported:** EMDS 202 EMDS Internship I

Face to Face Sections	
Patient Care	3 Competent, 1 Mastery

**Course being reported:** EMDS 208 EMS Internship III

Face to Face Sections	
Patient Care	2 Competent, 1 Mastery
Run Management	3 Competent

### Program Outcome 3 Rubric

Criteria	No Evidence	Novice	Competent	Mastery
<b>Patient Care Cognitive</b>	Does not apply the standard of care.	Inadequately applies the standard of care.	Applies the standard of care with minor errors.	Correctly and consistently applies the standard of care.
<b>Run Management Affective</b>	Does not manage the run and needs full direction.	Manages parts of the run with an EMT partner. Requires frequent cues and direction.	Appropriately manage the run with an EMT partner. Requires occasional cues and direction.	Able to multi-task, efficient, problem solve, and effectively delegates to EMT's. Requires minimal to no cues or direction/

### Program Outcome #4

Communicate in a professional, considerate, and cooperative manner with all members of the healthcare team.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
EMDS 201	EMS II	1	4	Sections: 1 Students: 4	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 0	No
EMDS 202	EMS Internship I	1	4	Sections: 1 Students: 4	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 0	No
EMDS 208	EMDS Internship III	1	3	Sections: 1 Students: 3	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 0	No

**Course being reported:** EMDS 201 EMS II

Face to Face Sections	
Communication (Attitude)	1 Novice.,3 Competent
EMS Disaster	1 Novice.,3 Competent

**Course being reported:** EMDS 202 EMS Internship I

Face to Face Sections	
Communication (Attitude)	4 Competent
Communication (Dispatch)	4 Competent

**Course being reported:** EMDS 208 EMS Internship III

Face to Face Sections	
EMS Disaster	3 Competent

## Program Outcome 4 Rubric

Criteria	No Evidence	Novice	Competent	Mastery
<b>Attitude Affective</b>	Does not provide care as part of the health care team.	Provides care to the patient with some collaboration as a team member.	Provides compassionate care to the patient while maintaining a collaborative relationship with the healthcare team.	Provides compassionate care to the patient while maintaining a highly collaborative relationship with the healthcare team
<b>Communication Affective</b>	Does not provide a detailed report (verbal or written).	Provides information about the patient's status with errors or missing information, illegible.	Provides an accurate detailed report (verbal and written).	Provides a concise, accurate and detailed report (verbal and written).
<b>EMS Disaster Affective</b>	Does not identify the standard of care.	Incorrectly identifies the standard of care	Identifies the standard of care but with minor errors.	Correctly and consistently identifies the standards of care.

### Program Outcome #5

Utilize knowledge of principles in asepsis, normal/abnormal anatomy and physiology, microbiology, and pharmacology.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
EMDS 150	Pharmacology for Pre-Hospital Professionals	2	37	Sections: 2 Students: 37	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 0	No
EMDS 201	EMDS EMS II	1	4	Sections: 1 Students: 4	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 0	No
EMDS 205	EMDS Internship II	1	4	Sections: 1 Students: 4	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 0	No

**Course being reported:** EMDS 201 EMS II

Face to Face Sections	
Medication Administration	1 Novice 3 Competent

**Course being reported:** EMDS 205 EMS Internship II

Face to Face Sections	
Knowledge	4 Competent



## Program Outcome 5 Rubric

Criteria	No Evidence	Novice	Competent	Mastery
<b>Knowledge Cognitive</b>	Demonstrates no knowledge of medical/trauma principles, pathophysiology, pharmacology, and use of medications.	Demonstrates some knowledge of medical/trauma principles, pathophysiology, pharmacology, and use of medications.	Demonstrates knowledge of medical/trauma principles, pathophysiology, pharmacology, and use of medications.	Demonstrates a high-level of medical/trauma principles, pathophysiology, pharmacology, and use of medications.
<b>Medication Administration Cognitive</b>	Unable to deliver medication using priority, safety, and the 8 patient rights of medication administration.	Inconsistently delivering medication using priority, safety, and the 8 patient rights of medication administration.	Correctly and consistently delivers medication using priority, safety, and the 8 patient rights of medication administration with minor errors that, none is life threatening.	Correctly and consistently delivers medication using priority, safety and the 8 patient rights of medication administration.

## Summary of Results

Based on data in FY 2015-2016, changes were made to the EMDS 105: Emergency Medical Services I course. The changes to EMDS 105 (increased credit and contact hours to allow for more lab and clinical experience) were implemented in fall 2016 with results of the changes evident in the 2016-2017 SLO report. Comparing the data from the students' patient assessment in EMDS 105, shows the student's competency levels have increased in FY17 to 18 competent (49%) and 16 mastery (43%) students. In FY16, only 33% of the students reached the mastery level for patient assessment, an increase of 10%. For Program Outcome Three, the students are showing a 10% increase in mastery levels in EMDS 105 during patient assessment simulations. The increase in student learning outcomes is important at the EMDS 105 level as these students continue on into the Paramedic Program.

The latest EMS training seminars indicate a need to integrate realistic patient scenarios in the curriculum to increase student critical thinking. To teach the students to react critically, the program needs to place them in simulated scenarios of critical patient care. Based on this information, the student's time in simulation experiences has increased which provides a great amount of insight into the strengths of each student for the faculty. Simulation experiences are being increased for the 2017-18 paramedic cohort based on assessment of the 2016-17 paramedic cohort. The goal is to allow students to achieve competency in providing care to critical patients in a controlled environment with faculty supervision. The realism of the simulation experiences allows for a higher level of learning.

In reviewing the data for each program outcome, the data shows students are consistently staying in the competent area in the cognitive domain and are moving to the mastery level of the psychomotor domain. In looking at the data on the TEAS entrance exam, students that score below the 50<sup>th</sup> percentile on the entrance exam do not reach the mastery level in any of the program outcomes. To ensure student learning and success, the EMS Advisory Committee accepted the recommendation to place a benchmark score of the 50<sup>th</sup> percentile on the TEAS exam for the program. The benchmark score will go into effect for the 2018-19 Paramedic cohort.

## Summary of Analysis

Students in the 2016-17 Paramedic cohort showed increased student learning with 100% of students achieving competent or mastery levels during the clinical and field internships. For the 2016-17 Paramedic cohort, the program increased simulation experiences in EMDS 201, EMDS 204, and EMDS 207. The increased simulations correlates with increased student learning in the clinical and field internship areas.

Analysis of Program Outcomes reveals:

- Program Outcome One: Assessed in EMDS 202 and 208 focus on EMS operations, patient assessment, and preparatory. Students all achieved competency.
- Program Outcome Two: Assessed in EMDS 202 and 208 focuses on airway management, ECG Recognition, Judgement, Medical, and Skills. Students all achieved competency.
- Program Outcome Three: Assessed in EMDS 105, 202, and 208 focuses on patient care and run management (208 only). Students in EMDS 105 increased to mastery by 10% over FY 16 students. Paramedic students all achieved competent with some increasing to mastery levels.
  - EMDS 105 increase attributed to increased credit/contact hours which gave students more lab/clinical time.
  - EMDS 202 & 208 increase to mastery level attributed to increase in simulation experiences in the program.
- Program outcome Four: Assessed in EMDS 201, 202, and 208 focuses on communication and EMS Disaster. Students all achieved competency level.

The program has now admitted 20 students that have taken the TEAS exam for placement into the program and taken National Registry. The data shows students scoring less than the 50<sup>th</sup> percentile are often not successful in the program and/or on licensure exam. These students also struggle to reach mastery on any program outcome. The EMS advisory Committee approved an entry exam score of 50<sup>th</sup> percentile in Spring 2017 for implementation with the 2018-19 cohort. The benchmark score of 50<sup>th</sup> percentile will be monitored for any potential changes.

**Are there any anomalies in the results that were noticed?**

No anomalies were noted in the data.

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

The data allowed the faculty to see improvements in student learning based on curriculum changes made in 2015-16. The program delayed implementing a benchmark entry score for the program until enough data (several cohorts) had been collected. This allowed faculty to feel confident in their recommendation to the EMS Advisory Board.

**Were there any patterns in the data observed?**

Patterns in the data included the benchmark score, increased level of mastery in EMDS 105, and competent level in Paramedic courses. The pattern of students' performance below the 50<sup>th</sup> percentile on the entrance exam allowed the program to recommend and receive approval to institute a benchmark entry score of the 50<sup>th</sup> percentile or higher. The increase in mastery level performance in EMDS 105 assured faculty that the increase in credit/contact hours for the course had a positive benefit for the students to achieve competency assures the program is meeting the program outcomes, but faculty will continue to look for ways to increase students' performance level to mastery.

## Use of Results for Improvement

To improve the paramedic program the changes are being implemented with 2017-2018 cohort, such as the removal of EMDS 150 (removed from this cohort) , the increased hours in EMT (EMDS 105 increased fall 16 data now showing in this cohort 16-17), increased time of simulated patient care and a new book for the Paramedic program (curriculum change for cohort 17-18). The data indicated there is a need for change to improve the student learning from novice and competent to push the student to the mastery level of learning.

One focus of the program is to increase student learning in the EMT course (EMDS 105). The EMT student must have strong basic knowledge and skillset to be able to successfully advance to the paramedic level. The data showed that the EMDS 105 student was not allowed enough time to have a solid foundation of knowledge and skill to progress into a confident and highly-skilled EMS provider. The services reported seeing skills that needed to be enhanced to ensure the student was successful in EMS practice. The faculty and Advisory Board discussed how to increase the students' success in the course and employment. EMDS 105 was moved to a didactic ratio of 1 credit hour to 15 contact hours and clinical ratio of 1 credit hour to 45 contact hours ration to align with the Paramedic program. This was implemented with the fall of 2016 class. Data in program outcome #3 shows a 10% increase in mastery level in EMDS 105 students from 2015-16 cohorts at the increased credit/contact hours. Feedback from our area services' managers from the change was positive. At the spring 2017 advisory meeting, the service managers indicated the EMT students (course EMDS 105) benefited from the increase in contact hours and felt the students were better prepared for the workforce.

Following the Program Review, a barrier was assessed for the Paramedic Program, EMDS 150. Students were having financial issues taking the prerequisite class because it was a summer course and they did not have financial aid remaining. The second issue, the students that did progress into EMDS 150 were completing the course level outcome at the mastery level in EMDS 150, but entering into EMDS 201 at a novice level and would complete the course at a competent level. There was a disconnect in student learning somewhere. Discussions were happening between the EMDS 150 instructor and the EMS Coordinator to attempt to find the problem and correct the issue. The decision was to

remove some of the content (cardiac rhythm interpretation) of the course to allow more time for pharmacology, in hope to allow the student more time to process and retain the information (implemented for 2016-17 cohort). Again, this did not happen. Discussion started again on how to improve student learning. The decision was made to remove the course from the program. The information in EMDS 150 is being taught again in EMDS 201 already, so removal of the course did not require any further curriculum changes. The rationale for the change is students are not able to apply the information to patient care during the EMDS 150 course and the information is not retained. Approval from Committee on Accreditation of Educational Programs for the Emergency Medical Service Professions (CoAEMSP), our accrediting body, was obtained. An electronic vote was sent out to the EMS advisory committee for their approval. The Committee approved the change unanimously to remove EMDS 150 from the curriculum. Data will be monitored from the 2017-18 cohort to determine the impact of this change.

The Paramedic Program changed its textbook for the 2017-2018 cohort. The previous book was lacking vital information in the cardiology section and was hard to read and understand. Data will be available for the next assessment cycle.

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

The benchmark entrance exam score for the paramedic program will be implemented in 2018-19. Based on the previously discussed data, the program believes students who score at or above the 50<sup>th</sup> percentile on the entrance exam are better prepared to be successful in the course (including achieving mastery level) and the licensure cognitive examination.

The removal of EMDS 150, will remove a program entry barrier and improve student learning. The content placement in the program will allow the student to apply what they are learning during simulated patient care setting. The application and immediate use of knowledge appears to increase student learning.

The book change for the paramedic course will provide students with a thorough, easier to read and understand textbook. The textbook chapters flow better and allow for more critical thinking, including case study reviews. Data will be available for the next cycle of assessment.

**What is the proposed timeline for the changes outlined above?**

- The curriculum change was completed for the removal of EMDS 150 Prehospital for the EMS Professional in 2015-16. The change will take effect for the 2017-2018 cohort.
- The curriculum process was followed for a textbook change in EMDS 201, EMDS 204 and EMDS 207. The change was approved and will be implemented for the 2017-2018 cohort.
- As indicated in the above sections, the curriculum and acceptance from the EMS Advisory Committee, the cut score for TEAS entrance test will be set at the 50<sup>th</sup> percentile for the 2018-2019 cohort.

# **Three Rivers College**

THE COMMUNITY COLLEGE OF SOUTHEAST MISSOURI

**Practical Nursing  
Program Level SLO Report  
Kelly Bowling – Program Manager**

**2016-2017**



## **Program Purpose Statement**

The purpose of this nursing program is to prepare students to achieve a one-year certificate, to apply for licensure by examination as a Licensed Practical Nurse, and to use the nursing process in providing safe and effective nursing care for clients in structured primary and secondary care settings.

## **Program Outcomes**

1. Plan safe, effective nursing care to individuals from a diverse background and developmental stage. (Synthesis)
2. Practice effective communication as a member of the healthcare team. (Application)
3. Employ the practical nursing scope of practice and legal/ethical frameworks. (Application)
4. Plan individualize nursing care using critical thinking skills and clinical decision making. (Synthesis)

## Practical Nursing Course Mapping

### PNRS 105: Personal and Vocational Concepts

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Recognize the impact of diverse client backgrounds on nursing practice.	1
2	Describe the role of the licensed practical nurse as an effective member of the healthcare team.	3
3	Discuss the legal and ethical frameworks related to nursing practice.	3
4	Explain quality improvement processes.	3
5	Discuss nursing history and trends.	3
6	Identify strategies that will help ensure success in the practical nurse program.	4

### PNRS 107: Body Structure and Function

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Demonstrate a beginning knowledge of basic gross anatomy and basic microscopic anatomy of the human body.	4
2	Demonstrate an understanding of the basic principle of physiology associated with each body system.	4
3	Apply fundamental scientific principles of anatomy and physiology while utilizing critical thinking skills.	4
4	Demonstrate a basic knowledge of vocabulary associated with anatomy and physiology.	4

### PNRS 115: Fundamentals of Nursing

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Provide safe nursing care to meet the basic physiological needs of a diverse client population.	1
2	Demonstrate safe medication administration	1
3	Recognize effective communication skills in the clinical setting.	2
4	Recognize the role of the practical nurse as a member of the healthcare team.	3
5	Apply the nursing process to meet the client's needs.	4

### **PNRS 117: IV Therapy**

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Demonstrate knowledge of drug and parenteral solutions.	1
2	Apply the principles of IV therapy to a diverse population.	1
3	Recognize the scope of practice for the LPN in performing intravenous therapy.	3
4	Recognize IV therapy-related local and systemic complications	4
5	Identify various types of commonly used IV therapy equipment.	4

### **PNRS 116: Pediatrics**

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Provide safe nursing care for the pediatric client.	1
2	Apply appropriate communication techniques for the pediatric client.	3
3	Recognize normal child growth and development and deviations from normal.	4
4	Identify community resources available to the pediatric client.	4

### **PNRS 118: Medical Surgical Nursing I**

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Utilize the nursing process and critical thinking skills in providing safe, individualized care to clients with selected medical/surgical disorders.	1, 4
2	Demonstrate nursing care of the surgical client.	1
3	Apply effective communication skills in the clinical setting.	2
4	Demonstrate the role of the practical nurse as a member of the healthcare team.	3

### **PNRS 119: Medical Surgical Nursing II**

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Demonstrate safe nursing care of the medical surgical client.	1
2	Apply effective communication skills in the clinical setting.	2
3	Demonstrate the role of the practical nurse as a member of the healthcare team.	3

4	Predict the medical-surgical clients' response to treatment and nursing care.	4
5	Plan individualized nursing care for the medical surgical client using critical thinking skills and clinical decision making.	4

### **PNRS 125: Maternal-Newborn Nursing**

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Examine specific health promotion needs for the maternal and newborn clients.	1
2	Demonstrate safe nursing care for maternal-newborn clients.	1
3	Recognize alteration in delivery for maternal clients.	4

### **PNRS 126: Pharmacology**

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Identify the nursing implications related to pharmacological therapy	1
2	Apply the knowledge of pharmacological therapy to client education.	1
3	Recognize the intended actions and expected client responses to pharmacological classifications and representative drugs.	1

### **PNRS 128: Leadership**

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Organize safe nursing care through collaboration with the healthcare team.	2
2	Recognize leadership roles of the licensed practical nurse.	3
3	Prepare for the transition into the role of graduate practical nurse.	3

### **PNRS 127: Mental Health**

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Utilize the nursing process to assist in planning individualized care to clients with mental health disorders.	4
2	Identify compliance issues for the mental health client.	4

3	Discuss therapeutic communication strategies used in the mental health setting.	2
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### **PNRS 129: Geriatrics**

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Describe the biological and psychosocial theories of aging.	4
2	Describe changes associated with aging including: physical, psychological, socioeconomic, and spiritual.	4
3	Identify community resources available to the older adult.	4

## Program Outcome #1

Plan safe, effective nursing care to individuals from a diverse background and developmental stage.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
PNRS 128	Leadership	1	15	Sections: 1 Students: 15	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 3 PT: 0	Y

### Artifact: ATI Predictor Examination

NCLEX-PN Categories				
Course	No Evidence <55%	Novice 55-59.9%	Competent 60-64.9%	Mastery >65%
Safety and Infection Control	0	0	2	13
Reduction of Risk Potential	1	1	2	11

### Artifact: NCLEX-PN Examination Results

NCLEX-PN Categories				
Course	No Evidence 0-30	Novice 31-49	Competent 50-65	Mastery >65%
Safety and Infection Control				
Reduction of Risk Potential				

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

**Artifact: Pharmacology Class Retention**

Course	Unsuccessful*	Successful
Pharmacology Course	3	16

Unsuccessful includes withdrawals related to other classes as faculty identified students struggled to balance the rigor of the Pharmacology class against other classes, which further contributed to a difficult to identify but lowered success rate in other classes.

**Artifact: Fundamentals Math Exam**

90% is minimum score in order to proceed in the program with a maximum of 3 attempts allowed. Achieving Mastery would mean scoring the 90% minimum on the 1<sup>st</sup> attempt.

Math Examination				
Course	No Evidence Did not achieve 90% minimum	Novice 3 <sup>rd</sup> Attempt ≥90%	Competent 2 <sup>nd</sup> Attempt ≥90%	Mastery 1 <sup>st</sup> Attempt ≥90%
Fundamentals	0	3	7	13

**Artifact: IV Therapy Final Exam**

80% is minimum score in order to proceed in the program with a maximum of 3 attempts allowed. Achieving Mastery would mean scoring the 80% minimum on the 1<sup>st</sup> attempt.

IV Therapy Final Exam				
Course	No Evidence Did not achieve 80% minimum	Novice 3 <sup>rd</sup> Attempt ≥80%	Competent 2 <sup>nd</sup> Attempt ≥80%	Mastery 1 <sup>st</sup> Attempt ≥80%
Fundamentals	0	0	1	21

## Program Outcome #2

Practice effective communication as a member of the healthcare team.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
PNRS 128	Leadership	1	15	Sections: 1 Students: 15	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 3 PT: 0	Y

### Artifacts: ATI Predictor Examination

Coordinated Care				
Course	No Evidence <55%	Novice 55-59.9%	Competent 60-64.9%	Mastery >65%
Coordinated Care	2	1	2	10

### Artifact: NCLEX-PN Examination Results

NCLEX-PN Categories				
Course	No Evidence 0-30	Novice 31-49	Competent 50-65	Mastery >65%
Coordinated Care				

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



### Program Outcome #3

Employ the practical nursing scope of practice and legal/ethical frameworks.

\*This outcome is measured by the same data as Program Outcome #2. This is done because of the distribution of content in the NCLEX-PN test plan in relation to the LPN curriculum.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
PNRS 128	Leadership	1	15	Sections: 1 Students: 15	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 3 PT: 0	Y

#### Artifacts: ATI Predictor Examination

<b>Coordinated Care</b>				
Course	No Evidence <55%	Novice 55-59.9%	Competent 60-64.9%	Mastery >65%
Coordinated Care	2	1	2	10

#### Artifact: NCLEX-PN Examination Results

<b>NCLEX-PN Categories</b>				
Course	No Evidence 0-30	Novice 31-49	Competent 50-65	Mastery >65%
Coordinated Care				

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

### Program Outcome #4

Plan individualize nursing care using critical thinking skills and clinical decision making.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
PNRS 128	Leadership	1	15	Sections: 1 Students: 15	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 3 PT: 0	Y

#### Artifacts: ATI Predictor Examination

NCLEX-PN Categories				
Course	No Evidence <55%	Novice 55-59.9%	Competent 60-64.9%	Mastery >65%
Health Promotion and Maintenance	0	0	1	14
Psychosocial Integrity	1	0	1	12
Basic Care & Comfort	2	0	1	12
Pharmacological Therapies	1	0	1	13
Physiological Adaptation	1	0	1	13

#### Artifact: NCLEX-PN Examination Results

NCLEX-PN Categories				
Course	No Evidence 0-30	Novice 31-49	Competent 50-65	Mastery >65%
Health Promotion and Maintenance				
Psychosocial Integrity				
Basic Care & Comfort				
Pharmacological Therapies				
Physiological Adaptation				

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

## Summary of Results

While we are still waiting for the Mountain Measurement data for the 2016-2017 cohort, the ATI data is available. Changes were implemented based on the 2015-2016 cohort results, and Pharmacology now shows as one of the strongest performing categories. Psychosocial Integrity, another previous area of opportunity for improvement, also shows a large improvement. The current lowest score with the ATI predictor exam is the area of coordinated care. This area will be monitored as we look for areas for improvement.

The areas of medication math and the IV final are being added with the 2016-2017 assessment. Medication math has a minimum score of 90% and IV Therapy class has a minimum of 80% final exam score for students to progress. Intensive tutoring is utilized for any students failing to make the mark the 1<sup>st</sup> time.

The NCLEX-PN data will be added as available in the Mountain Measurement Report. The ATI predictor exam is a useful tool for students to use to recognize areas of concern before the NCLEX-PN exam and thus assists in maintaining a high pass rate. It also helps faculty isolate areas of concern for future focus on improvement.

New curriculum was implemented for the 2016-2017 cohort. This curriculum will be tweaked with focus on coordinated care as well as improving retention in the Pharmacology class for the 2017-2018 cohort.

## Summary of Analysis

The data shows that students are achieving the benchmark for the program outcomes at an 80% or higher rate. The lowest performing NCLEX-PN Category is Coordinated Care at 80%. Additional data collection points still need to be added to obtain a more complete assessment of the curriculum.

### **Are there any anomalies in the results that were noticed?**

There are no anomalies currently noted. With the inclusion of the NCLEX-PN data from the Mountain Measurement report, the data will be reviewed again to ensure proper correlation to the ATI Predictor Examination.

Faculty feel the data collected could be more meaningful. Due to the incomplete picture additional data collection areas will be added to provide a more complete picture. Future data collection will include cultural awareness, communication and legal/ethical areas for the 2017-2018 cohort. Curriculum adjustments will be made regarding coordinated care areas as well as Pharmacology.

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

The program faculty believe the data is valid and reliable for program changes. The faculty added in the Pharmacology course retention rate, the Medication Math attempt rate, and the IV therapy attempt final examination data collection points into the 2016-2017 report. Additional data, however, may be helpful in evaluating program outcomes. Further data collection points will be added for the 2017-2018 cohort.

### **Were there any patterns in the data observed?**

Pattern continues to show that the majority of the students benchmarked in all areas on the ATI Predictor Examination. The expectation is a 100% board pass for the 2016-2017 cohort.

The ATI Predictor Examination being accurate is important as the program is held to an 80% NCLEX-PN first time pass rate standard by the Missouri State Board of Nursing.

## **Use of Results for Improvement**

Faculty believe the data indicates a need to improve the Pharmacology course for student retention and to add additional data collection points. This past cohort data collection was increased to include the Medication Math Examination, IV Therapy Examination, and the Pharmacology course retention. New data collection points are being developed for the 2017-2018 cohort.

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

Several changes will be made by the faculty to increase meaningful data collection. These include cultural assessment (in PNRS 105), critical thinking (PNRS 119) and communication (PNRS 127). These will be assessed with the 2017-2018 cohort.

An additional area of improvement faculty identified is the attrition rate in Pharmacology with the new curriculum. Significant adjustments to this class will be made in an effort to improve this issue. The faculty are currently working on ways to improve student learning in the course to improve retention. The ATI Predictor Information shows that 93% of the students benchmarked in the Pharmacology and Parenteral Therapy category indicating the course is providing the necessary knowledge for the students.

### **What is the proposed timeline for the changes outlined above?**

All of the above described changes have or will occur during the 2017-2018 academic year. The implementation of new data collection sites will occur when the course is offered. The Pharmacology course revisions are occurring now with implementation to occur in spring 2018.

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